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TEACHING IN PANDEMIC: TEACHERS' EXPERIENCES DURING CORONAVIRUS OUTBREAK

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Abstract

In 2020, novel coronavirus or Covid-19 spread rapidly via international air travel from China to many cities across the world, and it is resulting in over a million cases of infections and deaths. In Indonesia, as the virus invaded the community so did fear. This paper used a case study to investigate teachers' experiences of the role played by digital technology. The interview and questionnaire results showed that teachers were faced with the challenge of using digital technology to provide an education that would reach beyond school walls into the homes and computers of Indonesian students. Teachers had to re-think their teaching strategies and provide their students with new and different opportunities to work through curriculum requirements. Covid-19 provided a catalyst for the intense use of ICT in ways that had not been anticipated or prepared for. The plunge into ICT was a voyage of exciting discovery for some and frustration for others. Either way, it had an impact on subsequent perceptions of the potential and shortcomings of ICT in education in Indonesia.

Keywords: Covid-19, ICT, teachers' experiences

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INTRODUCTION

In 2020, an unexpected virus called novel coronavirus or Covid-19 spread out from China to around the world. As stated by UNESCO, the Covid-19 pandemic has affected educational systems worldwide most governments have temporally closed schools, universities, and colleges (Daniel, 2020). Thus, it is a critical moment in 2020 because of the coronavirus outbreak. Coronavirus disease (Covid-19) is known as an infectious disease caused by a newly discovered coronavirus. Most people around the world have infected this virus and demand healthy protocols to prevent its spreading including in the Indonesian education system. The impact of the pandemic on the education system across the globe is immense for numerous reasons. All teaching and learning activities must be done in different ways and moved to online learning or *Daring (Dalam jaringan)* called *kuliah atau belajar dari Rumah* (study from home). School closure gave an impact not only on students, teachers, and families by having distance learning. Nowadays, it is familiar to use virtual classrooms which allow learning through the use of technology. Mulyah et al. (2020) stated that the impact of the Covid-19 outbreak on the educational system is inevitable that educational institutions need to transform their instructional practices to entirely online using a specific platform. "Virtual classroom" is the term often given to online or correspondence learning, because though no physical classroom exists, classroom-like teaching and learning still take place. With digital technology, virtual classrooms are popular for several reasons (Ahmed, 2019). *ClassLivePro*, *SKYPE*, *Zoom*, *WhatsApps*, *Telegram*, *Google Meet*, and other telecommunication technologies are used to do virtual classrooms.

The transformation of the educational system by virtual learning which is done as the impact of the pandemic demanded students-centered learning rather than teacher-centered learning. Online learning is also a form of independent study as an online learner is separated from the school and instructor by space and time (Fox, 2004). It gives the benefits of a more convenient self-study environment, individual learning style, and pace flexibility of scheduling, together with access to unlimited internet resources. However, it loses organized,

mandatory, bonding face-to-face classroom activities. Although teachers or lecturers have used technology for teaching, they still need a conventional medium to fully teach at best because the technology is still lacking in some parts (Aminatun, 2019). Online students generally have limited communication with the instructor, fewer opportunities to work collaboratively with their peers, do not usually have continuous and engaging face-to-face interactions with other participants of the learning community, and do not receive critically important instantaneous feedback, which is readily available in a live classroom environment. Moreover, lack of face-to-face interactions does not foster the development of personal relationships in the class, which inhibits the feeling of belonging to a community and trust among peers. This may negatively affect learning outcomes as learning is a social activity that requires participation in a social group (class) and interaction with members of the group (Wenden, 1997).

The existence of virtual learning is surely different from face-to-face classes. However, the teachers have the same learning target and objectives. To face it, it needs to provide a clear set of objectives for online learning. Teachers are demanded to have interesting methods and strategies to attract students' attention and motivate them in online language learning. For some teachers, distance teaching is something new and difficult to be implemented. It must be different from a modern teacher who used to teach by using digital media such as the internet. Online learning is flexible and valuable for learners. However, it gives some disadvantages or negativity for both instructor and learners. Negativity can have a significant impact on online language learning. It can unproductively permeate the atmosphere of online language learning discussion forums through emotion contagion (Loranc-paszylk, 2015) and can reduce both learners and instructor engagement.

Research indicates that attitude has a strong correlation to learner motivation, particularly in an online environment (We, Yang, & Rose, 2014), and if negativity prevails, online language learners' motivation to engage with or complete the course or class will likely decline. In other cases, learners mostly need direct guidance, explanation, and instruction so the instructor must do their roles. Virtual education makes the education industry has understood the true potential of educational apps. Many educational institutions and tutors have already started integrating their platforms with mobile apps. However, creating a mobile application for education is not an easy task. An educational application only works best when the students get to learn things or organize their classroom activities seamlessly. Thus, this study aimed to investigate the negative side of online language learning and its impact as implemented by education institutions in Majenang due to the coronavirus outbreak viewed from teachers' experience.

LITERATURE REVIEW

In this pandemic situation, Information and Communication Technology (ICT) is useful and has a great impact on human life. People, from children, adults up to parents, especially in big cities are used to watching television, communicating via mobile phone, social networking, texting via the internet, as well as visiting various portals or web without limits (Daniel, 2020). ICT also affects greatly in the education world. The use of ICT in education, including language teaching and learning, is a positive response to the development of information and communication technology in the third millennium (Zhussupbekov, 2015). It is in fact can improve the quality of education by using ICT especially in language learning. As we know recently, there has been a new trend in the ICT world which is called the social network. The social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts, and interests with each other (Gašević, Kovanović, Joksimović, & Siemens, 2014). This social network has opened up new opportunities for interaction and collaboration between teachers and learners. The use of social networks has become popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as *WhatsApp*, *Facebook*, *Twitter*, *LinkedIn*, and many others alike have been phenomenally popular in the communication world.

Teaching in a pandemic: *WhatsApp*

The most recent popular social network is the *WhatsApp* application and most teachers used it to teach online. *WhatsApp* Messenger is a proprietary, cross-platform instant messaging application for smartphones. This application is also the most common among the students as instructional learning mobile medium, including as a teaching medium to teach writing for students (Handayani & Aminatun, 2020). In addition to text messaging, users can send each other images, video, and audio media messages. *WhatsApp* allows its users to use their Internet connection to send messages to each other. *WhatsApp* is like a chat program for mobile phones. Smartphones are becoming increasingly popular and *WhatsApp* is available for almost all smartphones. Founded in 2009 by two ex-Yahoo employees Brian Acton and Jan Koum, it is said that the Cross-platform messaging app *WhatsApp* continues to grow in popularity, with the revelation Thursday that its user base has crossed the 250-million mark (Saleh, 2019). A big reason for the popularity of such apps is that they allow their users to message one another

without paying high fees for text messages. Users take advantage of WhatsApp to text their friends in other countries without paying the exorbitant international texting costs that come with traditional communications. Laptops, netbooks, and iPad are now commonly used both by students as well as teachers. There are also mobile gadgets such as cellphone and smartphones are within this group. Using those gadgets and internet connections, anyone could chat, browse, or discuss with each other.

There have been many opposing views over the use of communication technology especially the social network which hurts online learning. In the field of e-learning, social network sites handled the big problem raised by educators in recent educators. For example, a lack of humanitarian aspect and described it as teaching lack spirit (Mualim, Ma'rufah, & Sartika, 2019). It should be noted that social networking provides participation through such virtual classrooms, chat rooms, and meetings by video. Social networking helps students to reduce stress and increase satisfaction among them. Face-to-face class is likely to enable high levels of emotional understanding, while the convenience and flexibility of online components can motivate students to complete educational tasks. A social network like WhatsApp offers various features including audio and video enable the users to take benefit from learning especially language learning.

There are still very few people who realize that using WhatsApp can support their language learning. There are many advantages we can take from using WhatsApp in education including online learning. WhatsApp is not only sending text messages but files and message broadcasting. With message broadcasting, we can select or make a list of people in our contacts we wish to share educational and learning resources with and we can create a broad-based discussion on many subjects. We can also create a forum or group discussion by using WhatsApp. We can ask questions in any subject and send it across to all people in the group through a broadcast or start a meaningful discussion on concepts we need to understand much better. Even with WhatsApp, the learning and information sharing happen in the comfort when we are in bed.

The use of WhatsApp in online learning should be aimed to encourage students in learning the lesson especially English. By doing this, the learning process will be student-centered. However, the teacher plays a great role, so the teacher must choose the suitable topic to use in the discussion, and should help the student understand the lesson by using various features on the WhatsApp application (Saleh, 2019). As a start, the teacher creates a group or forum in the WhatsApp application and the students are asked to join the group. Then, a series of activities are presented as a sample, so that teachers get concrete ideas about how to use WhatsApp in language learning. A student-centered approach is presented in this sample. This approach allows more exploration of WhatsApp in online learning, offers the students more opportunities to formulate their ideas or feeling about the issues as well as improve their basic skills in the language learning process. To cater to various learning styles, it is necessary to devise various kinds of tasks and activities.

Teaching in a pandemic: *Google Classroom*

The second Edu app that is used by teachers in Majenang is Google Classroom. It is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Goggle Classroom is to streamline the process of sharing files between teachers and students (Google Group, 2018). Google Classroom as a product of the digital industry providing numerous benefits to facilitate virtual learning is suggested to be used in the teaching activities. Google Classroom is another application for education added by Google in 2014, is a free web-based learning platform, it helps simplify teaching activities from creating materials, distributing them, and grading the learning results, it could synchronize the G Suite for Education to all G Suite services, like Google Docs, Gmail, and Google Calendar. Google Classroom is paperless and time-saving, it eases the users in creating classes, distributing assignments, communicating, and staying organized (Shaharane, Jamil, & Rodzi, 2016).

In an educational institution, students are often required to complete and submit homework and assignments. And teachers have to review and grade them at the earliest. But this is not as simple as it sounds. All these processes are incredibly frustrating for everyone to say the least. Google classroom is essentially a virtual classroom of sorts. That means we can use it for seamlessly sending announcements, creating classes, starting discussions, submitting and grading assignments, asking for remarks and answers, sharing resources, and so on (Shaharane et al., 2016). It's also easy to set up a google classroom. Teachers share code with the class. And the students can join by just entering the codes. It has ratings of 3.9, is Installed by 50,000,000 users, and is available on Android, iOS (Bhat et al., 2018).

The easiest way to access Google classroom is through the play store, we type Google Classroom, download the application, open and install it on each cell phone or android. The display form that appears on handphone or android is a green square with Google classroom. After successfully downloading, opening, and installing Google Classroom it can be started by clicking the "+" sign on the top toolbar. Two options will appear, namely making classes and joining classes. The teacher can make a class by typing the name of the class, the subject, and the subject of learning that is faced by students (Sukmawati & Nensia, 2019).

RESEARCH METHOD

This research used a case study to investigate the teachers' experience during their teaching activities during a pandemic. This method is appropriate for addressing the research objectives to fully comprehend the characteristics of the participants and phenomena. The participant of this study were 25 teachers. Two applications were implemented by the teachers, WhatsApp Group and Google Classroom. It is used because these applications are easier to control. To obtain data, this study used an online questionnaire and online interview. In the interview session, the questions we're asking about their perceptions towards online learning. The main instrument used for data collection is an online questionnaire by using Google Forms. It is distributed to the participants in one section. The validity of the questionnaire is determined by expert opinions by judging its dimensions, clarity, and suitability to the research objectives. Meanwhile, the online interview was done by chatting via WhatsApp Group (WAG). It was a semi-structured interview as the researcher has prepared some questions but sometimes gave spontaneous questions.

FINDINGS AND DISCUSSION

After having an interview with the teachers related to the use of WAG, there were responses as follows:

"...I used WAG WhatsApp group is helpful, but sometimes the students are not discipline toward learning time, most of the are joining late" (T2; 29 y.o; T6 33 y.o; T)

It is seen that students sometimes misconstrue that online classes require less time and effort than traditional courses. Students who struggle with traditional course rigor often have difficulty with the time commitment required for online classwork. Teachers normally have to schedule time each day to read assignments and complete quizzes and tests that you would take in class in a traditional setting. Online students also have to engage in class discussions and complete assignments, papers, and projects. Team activities may also add to the time commitment in some classes, as students must often communicate with peers electronically and collaborate on work.

"... Due to coronavirus outbreak, WAG and google classroom is helpful, but the students do not only learn one subject so they have to manage their time. But, as students, they are not able to manage the time well". (T.3 38 y.o; T9 43 y.o)

It indicated that too much schedule can lead to poor time management in online learning. When students are enrolled in face-to-face classes, the instructor sets a predetermined schedule. Many online courses are set up with a great deal of flexibility. There may be due dates built into the course, but the students will need to set their schedule for completing course work. Flexibility is one of the greatest benefits of online learning, can create issues for students who have trouble maintaining a schedule. Students need to find a way to balance the flexibility of online learning with a disciplined schedule to be successful online learners.

"... In distance learning, we cannot control our students all the time, sometimes they are facing learning distractions and cannot concentrate to the learning activities". (T1, 45 y.o; T7 30 y.o)

It is because online learners use their computers and the Internet to participate in online learning, they may be tempted by distractions. A student working on a challenging assignment may find herself surfing the Web, checking social networking sites, or catching the latest viral video online. One-way students can combat these distractions and more effectively manage their time is to set aside breaks in between periods of work. This will allow the online learner to focus on school tasks knowing that she can check social networking sites when she completes her work.

"...Students' attention can't be assured, that not all students learn from the materials, sometimes they just view the class not joining the learning activities which really different from face to face class". (T11, 31 y.o; T15 37 y.o)

The inability to have a face-to-face chat with the tutor is one of the negative aspects of online learning. Difficulties seem to arise when students can't ask questions, receive verbal instructions, or obtain immediate feedback from their tutors. Research conducted by the International Review of Research in Open and Distance Learning suggests that online courses can create student/professor misunderstandings, which lead to misinterpretation of tasks (Bhat et al., 2018). Doug Valentine of the University of Oklahoma says distance-learning tutors sometimes become demoralized from feeling isolated and professionally deprived, harming their

students' online learning experience (Mualim et al., 2019). An online class eliminates the human connection that a face-to-face, in-house teaching environment provides. An online instructor cannot gauge the mood, involvement, and engagement level of her students the way she can in a traditional lecture-based classroom. An educator's ability to adapt her course material and presentation according to her students' reactions is at the core of an enriching learning experience. This is lost in an online class setting. In addition, students enrolled in online classes aren't able to interact with their fellow classmates. Instead of being able to form study groups face to face, students in online classes rely primarily on email to interact with others.

"...at first my students are enthusiastic to online learning, but after two weeks using WAG and Google Classroom, most of said that they are tired of having online learning because they cannot focus and dependent to their direct teacher guidance". (T18, 38.y.o; T13 41.y.o)

It showed that it is hard to find the motivation to learn online. Online learning requires increased time-management skills and focus, and less dependence from learners (Valentine, 2002). It takes a highly self-motivated and independent student to complete an online course. The overwhelming majority of students in the U.S. have completed their primary and secondary educational experiences in a traditional, face-to-face teaching environment. It is naive to assume that a student with a history in a traditional learning environment should be able to easily adjust to a more independent, isolated teaching methodology. Many students who sign up for online classes are not prepared for the difficulty added by the absence of face-to-face instructor interaction.

"...online learning needs more preparation, energy and time. Sometimes I have to response my students until night and the learning activities must be prepared well and interesting, but it is difficult for me as old teacher to get used to the technology such as google classroom, WAG is easier but it is not effective related to students' assignments". (T16, 52.y.o; T20 56 y.o)

For senior and traditional teachers, online teaching is exceptionally difficult to do well. Many educators spend much of their professional lives striving to engage, motivate, nurture and truly enlighten their students. If educators are not expertly trained to handle the technical details of an online class, many of the skills and tools they've developed to teach in a more traditional setting will prove worthless. For example, discussion boards are one of the main technological tools used to connect students and teachers in an online setting. If the instructor has difficulty navigating a discussion board, it will jeopardize the success of the class.

Then, the perceptions towards the use of google classroom are gained by administering a questionnaire to the teachers, the result sowed as follows:

Table 1. Teachers' perception towards Google Classroom

Indicators	Agree	Disagree	Neutral
Punctuality	10	7	8
Flexibility	12	8	5
Practicality	11	9	5

Google Classroom is operated by computer and internet so punctuality is one of its features that cannot be neglected. In a face-to-face class, the students tend to do assignments at the end of the time given or they tend to accomplish their task when the due date is around the corner. Then, they make excuses for their late submission for tons of reasons, the traditional way of task submission allows students to beg for excuses from their teachers. However, by using Google Classroom, the students are demanded to submit their assignments on time. If they are missing the deadline means missing the deadline, their submission will be marked as "missed". Thus, the teacher strongly agreed that Google Classroom is effective for asking the students to submit the assignment on time. On the other hand, some teachers stated neutral because they thought that the students have many assignments and deadlines so they still ask teachers permission to submit the assignment late. The trouble of internet connection also became the reason why they are late in submitting the task, so the teachers cannot be arrogant reject their assignments.

Flexibility is one of the advantages of online learning Google Classroom offers flexibility, it can be accessed everywhere and every time. Most teachers agreed that google classroom is flexible. However, this flexibility made them work over and out of their working time. It is because some students are sometimes late to access the class and need more explanation or guidance. In short, half of the teachers agreed on the flexibility of Google Classroom, but some of them did not agree and chose to be neutral.

The last indicator is the practicality of Google Classroom, most teachers admitted that it is practical to be implemented in online learning. However, some of them disagreed because these are senior teachers who are lack technology competencies. By using Google Classroom, teachers can organize students' tasks, like checking how many students joined and submitted their tasks and how many are left, they are also reminded by the app if the deadline of the task is approaching.

Furthermore, some teachers mentioned that some students had difficulties in understanding the materials since the teachers only provided the materials and tasks without direct explanation. The other reason is that the students sometimes did not understand the directions of doing assignments clearly so the students felt challenged to understand what they have to do in the assignment. Teachers agreed on the role of Google Classroom as an effective tool. However, it should be admitted that most teachers did not feel comfortable and confident with the use of this application, they encountered troubles such as technical problems in their devices, internet network, and lack of instructions.

Based on the questionnaire and interview results, showed that teaching in pandemics made some changes in teaching and learning activities. It is seen from their professional practices which were influenced by ICTs and teachers' awareness that different technologies privilege they used demand different types of applications (Howard & Howard, 2012). Most teachers admitted that they need more time to develop material but also the time needed for the teaching and learning process. There is also workload increasing in teaching and learning activities such as changing assessment activities, increasing peer review, and giving individual feedback. This ICT use caught teachers' attention that technologies are not pedagogically neutral nor necessarily passive (Idhe, 1990; Levy, 1997 in Fox, 2004), nor are they necessarily appropriate for substituting one form of delivery for another. Technologies are biased because they are built for particular purposes (Apple & Bromley, 1998), which means that they are undoubtedly useful for doing some things but not for others. For example, PowerPoint is better for presentation than for word processing, ignoring what various technologies privilege is likely to lead to incompatibility and poor or inappropriate use of the technology (Fox, 2004).

Students' willingness and motivation affect the online teaching and learning process as they have different needs and learning styles. Teachers viewed that online learning has disrupted the lives of students in different ways. They are demanded to reach the learning objectives in the same ways even they are in different levels of understanding (Daniel. 2020). Many teachers have to provide clear information about the material that meet students' need. Teachers should work with their full knowledge and digital skill by giving full attention to the students. Dealing with students' needs and learning styles, teachers assumed that they need to have an appropriate approach and method in online learning. The majority of teachers interviewed and those responding to the questionnaire indicated that they felt responsible for students and their teaching practices.

CONCLUSION

Coronavirus pandemic transforms all education systems and demands teachers to adapt to something new such as the use of Edu Apps. Most of them use WAG and Goggle Classroom to teach online. Most of them agreed that these apps help the teaching and learning process but they are facing some obstacles to deal with it. It is found that online learning has negativity in terms of discipline, instruction, interaction, and guidance. Teachers admitted that most students did not feel comfortable and confident with the use of this application, they encountered pitfalls such as technical problems in their devices, internet network, and lack of interaction. As it seems difficult to arise when students can't ask questions, receive verbal instructions, or obtain immediate feedback from their tutors. When this analysis was presented to the other teacher members of the department, they thought that even though the e-learning tool is found to be very efficient, it can only be utilized to the fullest when the teacher and students are properly trained to use the technology. The result of the study indicated that by comparing virtual classrooms and face-to-face classrooms, teachers need to recognize their teaching strategies and students' need relative to these two formats. Teachers who struggle with technology, need regular interaction with professors and peers, working with younger teachers who have the flexibility and strong technology skills.

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STUDENTS' READINESS IN USING TECHNOLOGY DURING COVID-19 PANDEMIC

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Abstract

To prevent the spread of Covid-19, online learning or LFF is implemented. LFF shifted formal education practice from the classroom (on-site) learning to online learning. All subjects in schools are conducted online, including English subjects. One of the software applications that can assist in English teaching and learning online was Learning Management Systems. One LMS that can be used as a learning platform is Moodle. The friendly tools that Moodle offers help students to adapt quickly to this platform. However, with this sudden shifting between offline to online environments, the students need to adjust without maximum preparation. Therefore, in implementing Moodle, the teachers should know students' readiness and perception of using Moodle as an English learning media. In this research, the researchers apply survey research that explores students' readiness and perceptions towards the use of Moodle in learning English during the pandemic Covid-19. The instrument uses the questionnaire, and the participants are 100 students of SMK Yadika Bandar Lampung. The result of this research shows that students of SMK Yadika Bandar Lampung are ready to implement Moodle as their English learning media. They also had a positive perception toward Moodle during their time using Moodle. However, the students still face some problems such as connection and internet data, which often becomes a barrier for them in following Moodle activities.

Keywords: Moodle, Online Learning, Students' Readiness

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INTRODUCTION

Many impacts on various fields that affected by the spread of Covid-19 in Indonesia. In preventing the spread of Covid-19, the government decided to switch offline classrooms to Learning from Home (LFH). Online learning or LFH shifts the practice of formal education from on-site learning to online learning. Online learning is a teaching and learning process that can bring students and teachers to interact with the internet with the help of the internet (Kurtanto, 2017). The teacher will deliver the material through the help of Information & Communication Technology (ICT), so the students can easily access the material from anywhere. Every level of education is implemented LFH in their learning and teaching activity, including vocational high school (SMK). Considering that because English has become a compulsory subject in SMK, it must be done online.

The number of sources of modern knowledge that are only available in English is a boost that teaching English in vocational high schools is believed to be able to accelerate national development. Gunantar (2016) stated that mostly the target of learning English for Indonesian students is commonly to develop reading skills, translation into the Indonesian language, and sometimes writing in English. English language teaching and learning becomes more prominent as the government focused on the development of excellent human resources.

Learning Management Systems is one of the software applications that can help the English teaching and learning process. According to Ellis (2009), LMS is a software application that enables the users to document, track, manage, and report the learning programs. The learning process in LMS happens through the features that enable communication, either synchronously or asynchronously. In LMS, the instructors, the learners, and the administrators would be facilitated to use and access the services without the boundary of time (Putri & Sari, 2020). With the handful of features mentioned above, LMS became one of the best learning platforms that schools can use for English language teaching and learning during the pandemic situation.

From many LMS that are used around the world as a learning platform, Moodle has gotten more attention from users all over the world. Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle is also called a virtual learning environment that is relatively free to use (Moodle.org, 2020). Moodle platform provides several modules, such as Database, Lessons, Assignments, Workshops, Chats, Forums, News, Glossary, Quiz, Survey, Feedback, SCORM, and external tools (Costa, Alvelos & Teixeira (2012). The features that exist in Moodle could help the teaching and learning process be comfortable because teachers can share material in all types of files, provide instructions, manage discussions and conduct multiple assessments easily.

Among many LMSs used worldwide as a learning platform, Moodle has gained more attention from users worldwide. Moodle stands for Modular Object-Oriented Dynamic Learning Environment. It is also called a virtual learning environment that is relatively free to use (Moodle.org, 2020). According to Costa, Alvelos & Teixeira (2012), Moodle platform provides several modules, such as Database, Lessons, Assignments, Workshops, Chats, Forums, News, Glossary, Wikis, Choice, Quiz, Survey, Feedback, SCORM (Sharable Content Object Reference Model) and external tools. With these features, the teaching and learning process could be done comfortably since teachers could share the material in all types of files, provide instructions, manage discussion and conduct multiple assessments.

The use of Moodle is also easier and suitable for language learning. Moodle provides various resources available to students, such as web content, video, audio, and file, which allow students to communicate, share files, and collaborate on work. Teachers and practitioners benefit from using Moodle in their second and foreign language classrooms (Suppasetseree & Dennis, 2010). Moodle is a friendly and easy-to-use tool that helps students adapt quickly and develop their language skills through teacher-designed language quizzes, assignments, and projects.

Due to the use of Moodle which is considered quite easy and popular in online teaching and learning activities, many vocational high school teachers are likely to use Moodle for their classroom. One of the factors that influence the effectiveness of Moodle in English language teaching is the students' readiness to use Moodle as a learning platform. Students' readiness is determined by several factors: computer/Internet self-efficacy, learner control, motivation for learning, online communication self-efficacy, and self-directed learning (Hung et al., 2010). Based on previous research, it is revealed that university students' readiness for E-Learning, especially Moodle, is high (Suwarsono, 2015; Caliskan et al., 2017). It means that Moodle can be applicable in the English language classroom.

However, based on the researchers' experience while doing Pre-Service Teaching at SMK Yadika Bandarlampung, Vocational students were not familiar with online learning systems and applications. Since online learning before the pandemic situation did not get any attention from the schools in that area, adaptation has been crucial for students to succeed in learning. The students might be ready to use the technology, but they find some difficulties interacting with the teachers and following the instruction. Moreover, time management has been another issue since they were not accustomed to independent and remote learning. At the same time, some teachers were also not ready to conduct teaching in an online setting due to unfamiliarity with the recent technologies. Accordingly, this study is designed to investigate students' readiness to learn English through Moodle during the COVID-19 pandemic situation. Based on the background of the study above, the researchers formulate the research question: Are the students of SMK Yadika Bandarlampung ready to use Moodle?

LITERATURE REVIEW

In this study, the researchers use four previous studies as a guide for finishing the study. The first previous study came from Unal, Alir, and Soydalat (2014), under the title "Students Readiness for E-Learning an Assessment on Hacettepe University Department of Information Management". They had attempted to investigate students of the Department of Information Management (DIM) readiness levels' and perceptions about the main components (availability of technology, use of technology, self-confidence, acceptance, and training) of E-Learning. The second study about readiness was examined by Rasouli, Rahbania & Attaran (2016), entitled Students' Readiness for E-Learning Application in Higher Education. This study's main objective was to investigate the readiness of art students to apply learning through E-Learning. This study used quantitative and based on a survey for its methodology. The use of subjects in this research was four universities of Iran with arts majors. The results from this research revealed that Art's students were as a moderate level of readiness for applying E-Learning. Therefore, the data analysis was done by indexes of descriptive statistics, and one sample t-test found a significant relationship between undergraduate students' readiness, graduate students, and post-graduate students to apply E-Learning. At the same time, there was no significant relationship between students' readiness and gender, university, and subject. The third previous study with the title "Students' Perception of The Practicality of Moodle Learning Management System Based on Behavioral Theory" was conducted by Oktaviani, Sholikhakh, and Lestiana (2018), at Universitas Pancasakti Tegal. This research determined the students' perceptions of the Moodle Learning Management System (LMS) based on the UPS Tegal Mathematics Education study program's behaviorism theory. This study used a quantitative approach with questionnaires as the instrument.

The participants were 107 students who had used LMS Moodle through the website pmtk.upstegal.com. The questionnaires were given to the students through Google Form on the Moodle LMS display. The result of this study showed that almost all of the students thought that the language used in LMS Moodle content was following the student mindset.

In the 21st century, English became the world's lingua franca, with non-native speakers of a language exceeding its native speakers. As English became a global lingua franca, English learning demand had risen along with English proliferation globally. It was used in all transnational aspects of life, including technology, commerce, telecommunications, medicine, and the practice of English, it was not only longer limited to international purposes but also local communication (Hülmbauer, Böhringer, & Seidlhofer, 2008; Gunantar, 2016).

In several countries such as Filipina, Singapore, and Malaysia, English had been viewed as the second language, while in Indonesia, English was seen as its foreign language (Gunantar, 2016). In English as a Foreign Language (EFL), English is commonly served as a tool for supporting international communication. As one of Indonesia's foreign languages, English was only taught at school and became a compulsory subject from primary to tertiary level (Jayanti & Norahmi, 2014; Sary, 2012). Since in Indonesia, English was taught as a foreign language and learned mostly in classrooms, teachers' role was especially important because maybe teachers' instructions and explanations were the only language exposure during learning as the English language for communication (Suryati, 2013; Sulistiyo, 2016). Since students will mostly learn English through their teacher, English teachers are expected to create an engaging teaching-learning environment to engage students in learning.

In teaching English, the use of teaching media is important, and media is used as a bridge between the teacher and the students. Media helps students understand the English language, and it also helps teachers in delivering the material. Many media can be used in teaching English, such as pictures, slide projectors, audio cassettes, charts, etcetera (Riza, Rufinus & Novita, 2013). With the development of technology, the media for teaching also develops. Nowadays, teachers can also use social media or internet-based technology to teach in class.

One of the teaching media that is becoming popular is the Learning Management System. According to Ellis (2009), Learning Management System (LMS) is a software application that automates the administration, documentation, tracking, reporting of learning programs. Teachers and students use LMS to conduct the learning and teaching process online. Putri and Sari (2020), stated that in LMS, the interaction happened through devices to enable communication, either synchronously or asynchronously. They also stated that the instructors, the learners, and the administrators would be facilitated to use and access the services efficiently. It is beyond the limitation of their time and place in the teaching and learning process. With the specification mentioned above, LMS became one of the appropriate learning platforms that can be used for their teaching-learning process.

Moodle is one of the Learning Management System (LMS) or Virtual Learning Environment (VLE). Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle was created by Martin Dougiamas. Moodle is a license-free open-source software platform. This LMS is a web-based application that provides an online learning service. It can be accessed using the Internet because it is mostly net-based, and it should not install anything domestically. Moodle presents a wonderful platform for resources and communication tools that are suitable for learning and teaching tools.

Online learning is a form of distance learning or distance education. According to Nguyen (2015), both hybrid or blended learning and purely online learning were considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Online learning has become a widespread practice over the years as an integrated technology for education. Delivering the scope of online learning, Aparicio, Bacao, and Oliveira (2016), divided online learning into two main areas, learning, and technology where learning is the cognitive process for achieving knowledge and the tool to support the process of achieving it as technology.

Based on Tang and Lim (2013), Online learning readiness was described in three major features: choices for online learning as opposed to face-to-face learning instructions; competence and confidence in using the technological tools; and ability to learn separately. To give a specific concept of readiness, McVay (2000, 2001), developed a 13-item instrument for measuring online learning readiness. The instrument focuses on student behavior and attitudes as predictors. Hung et al. (2010), added some new dimensions to the readiness concept, such as computer/Internet self-efficacy, learner control, motivation for learning, online communication self-efficacy, and self-directed learning.

The readiness model was also developed by Akaslan and Law (2011). They developed a model to measure teachers' readiness for E-Learning. This model is appropriate for measuring students' E-Learning readiness because the core factors and their subsuming attributes (or sub-factors) remain relevant. Based on Akaslan and Law (2011), readiness measurement is divided into three steps. They are the first readiness for E-learning that consists of several parts, which are Technology, People, Content, and Institution, the second is acceptance for E-learning that consists of two parts which are Perceived Usefulness and Perceived Ease of Use and the last part of the third is training for

E-learning that is divided into 4 part which is Training Teachers, Training Learners, Training Personals and Improving Facility. (See Figure 1)



Figure 1. Model for Measuring Students' Readiness for E-learning

Students' experiences and confidence in the use of online learning and their attitudes towards E-Learning are critical success factors for E-Learning. Dray et al. (2011), also believed that students' characteristics that made them successful in traditional learning could contribute to their E-Learning success. In conclusion, students' readiness is determined by several factors, which are behavior, attitudes, computer/Internet self-efficacy, learner control, motivation for learning, online communication self-efficacy, self-directed learning, and students' characteristics.

RESEARCH METHOD

In this study, the researchers applied survey research that explores students' readiness towards the use of Moodle in learning English during the pandemic COVID-19. In this research, the researchers wanted to know students' readiness using Moodle as their learning tool using a self-completion questionnaire. According to Creswell (2008 in Creswell 2009:4), quantitative research-tested objective theories examine the relationship among variables. These variables that will be used can be measured, so that numbered data could be analyzed using statistical procedures. Creswell (2009:145), also explained survey design to provide a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a population sample.

From the explanation above, the researchers could conclude that quantitative research was about numbers and figures. It is used to measure opinions, attitudes, behaviors, and other variables. Results from quantitative research will be presented in the form of numbers. Therefore, the result of students' readiness was presented in numbers.

This study involved the students of Vocational High School Yadika Bandar Lampung majoring in Multimedia, Computer and Network Engineering, and Otomotif who have conducted the teaching-learning process through Moodle. The total number of participants for this research was 100 students.

Open-ended questions were useful if the possible answers were unknown or the questionnaire was exploratory. This type of question allowed participants to write using their terms, explained and fulfilled the response requirements, and avoided predetermined categories of responses. In a closed question, the researchers determined the range of responses that the respondent could choose. Closed questions were structured and useful because they could produce frequency responses from treatment and statistical analysis.

In this study, the researchers used open-ended questions and a close-ended questionnaire with a rating scale questionnaire. The Likert scale was used to measure the extent of subjects' agreement with each item. The extent was measured on a five-point scale: strongly agree, agree, neutral, disagree, and strongly disagree.

For this research, the researchers used a questionnaire to measure students' readiness. The statements were adapted from Aksalan and Law (2011). The statements consisted of 27 positive statements based on three main factors; readiness, acceptance, and training, with the specification as follows:

Table 1. Specification of Questionnaire for Students' Readiness

Aspects		No. Item	Total Item
Readiness	Technology	1, 2, 3	3
	Institution	4	1
	People	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	12
	Content	17, 18	2
Acceptance	Usefulness	19, 20, 21, 22	4
	Ease of Use	23, 24	2
Training	Training	25, 26, 27	3

In this research, the researchers used the Alpha Cronbach formulation in SPSS 16.0 to determine survey instruments' reliability. According to Ary et al. (2010:201), reliability was the extent to which a test was measured accurately and consistently. Cronbach's Alpha was a measure of reliability that had values ranging from zero to

one (Hair *et al.*, 2010: 92). The reliability analysis results showed the Cronbach's Alpha of the Readiness was .91, while for the perception instrument, the Cronbach's Alpha was .92

FINDINGS AND DISCUSSION

Expected readiness for e-learning by Aydın and Taşçı (2005) was used to analyze the data. The specification for expected readiness was divided into three levels. The first level was “not ready and needed a lot of work,” with a mean score of 1.00-2.59. The second level was “ready but needed few improvements” with the mean score of 2.60-3.39, and the last was “ready, go ahead” if the mean score reaches 4.20-5.00.

In this section, four main points were used to evaluate students’ readiness. The first point was technology, the second people, the third content, and the last was an institution. Specifically, these points were explained as follows:

A. Students' Readiness in Terms of Technology

In this aspect, three statements were given to the students to indicate their readiness in using technology. The students who filled out the questionnaires were 100 students from SMK Yadika Bandarlampung. The statements used were positive statements with five options: strongly disagree, disagree, neutral, agree, and strongly agree. From the questionnaires, the researchers found out the mean score from those three statements (M = 4.29, SD =.23), which indicates that most of the students were strongly agreed with all of the statements that the researchers provided (see table 4. 1). The mean score of 4.29 indicates that the students were fully ready and able to use technology.

Three statements were used in this point, the result of the questionnaires showed that students were fully ready to employ technology in their teaching and learning process. In the first statement, which was I have access to handphone, the mean score was 4.45, which almost reached the fullest score. This indicates that almost all the students had access to handphone, while the lowest score was in the second statement, I have access to laptop/netbook/computer, with the mean score of 4.03, while for the third statement, which was “I have access to the internet” reached 4.39, and the mean score for all of these statements was 4.29. According to expected readiness, this score indicates the students of SMK Yadika Bandarlampung were fully ready to use technology to help them in their learning process.

Table 3. Students' Readiness in Terms of Technology

No	Statements	SD %	D %	N %	A %	SA %	Mean	SD
1	I have access to handphone	2	1	6	29	59	4.45	.83
2	I have access to a laptop/netbook/computer.	4	11	10	27	46	4.03	1.18
3	I have access to the Internet	0	3	13	25	56	4.39	.83
Total							4.29	.23

B. Students' Readiness in Terms of People

The second point was people or students' readiness and experiences in using technology as learning media, this consists of 11 statements with five choices. The data below show students' readiness to use media technology and the Internet as learning media.

Table 4. Students' Readiness in terms of People

No	Statements	SD %	D %	N %	A %	SA %	Mean	SD
5	I use the Internet as a source of information.	1	0	12	40	44	4.31	.76
6	I use social networks (e.g., Facebook, Instagram)	1	2	12	34	47	4.31	.84
7	I use Instant messaging	4	66	26	38	25	3.75	1.03
8	I use my computer with confidence.	3	4	34	8	20	3.71	.96
9	I use the internet with confidence (e.g., Google chrome)	1	4	0	39	34	4.04	.91
10	I use a search engine (e.g., Google, Yahoo)	2	4	29	36	28	3.8	.95
11	I know what E-Learning is	1	2	28	31	35	4	.91
12	I know what Moodle is	1	6	24	37	28	3.9	.94
13	I have sufficient ability to use ICT to prepare materials	0	10	25	47	16	3.71	.87
14	I have sufficient time to prepare my Homework using Technology / Electronics.	4	4	36	44	12	3.56	.91
15	Moodle makes me complete my studies more effectively	1	7	46	31	12	3.49	.85
16	I believe using Moodle will increase my productivity.	1	5	46	32	15	3.55	.85
Total							3.85	.28

The mean score of students' opinions was 3.85 ($SD = .28$), with the highest score being 4.31 for statements number 5 and 6. The data obtained show that the students were ready to use technology and the Internet as their learning media, but there is still room for improvement.

C. Students' Readiness in Terms of Content

The third point was about the content to determine whether the students received the practical and theoretical material in learning English through *Moodle* or not.

Table 5. Students' Readiness in terms of content

No	Statements	SD %	D %	N %	A %	SA %	Mean	SD
17	English theory can be accessed for <i>Moodle</i>	0	4	43	39	12	3.61	.76
18	The practical part of English learning can be applied in <i>Moodle</i>	1	9	48	31	9	3.4	.83
							3.51	.15

The mean data from Content ($M = 3.51$, $SD = .15$) means the students were able to receive theoretical and practical material from *Moodle*, but it needs some improvement.

D. Students' Readiness in Terms of Institution

The last point only had 1 statement, which was "*Moodle is applied in my school*". This point was used to determine whether *Moodle* was implemented in SMK Yadika Badarlampung.

Table 6. Students' Readiness in Terms of Institution

No	Statements	SD %	D %	N %	A %	SA %	Mean	SD
4	<i>Moodle is applied in my school</i>	1	2	12	37	46	4.27	.84
Total							4.27	.84

Based on table 4.4, the mean score is 4.27, which indicates that *Moodle* is implemented in this school. This result is reasonable because based on the researchers' experiences during her pre-services in SMK Yadika, *Moodle* has already been implemented since the beginning of the odd semester.

CONCLUSION

The result shows that the students are ready to use Moodle as an online learning media, with the overall score ($M=3.61$) passing the expected mean score of online learning readiness. Each aspect of readiness passed the expected mean score with the highest mean score ($M= 4.29$) in the level of "ready, go ahead". However, improvement is needed to improve students' understanding of practical material delivered in Moodle, as students find it difficult to understand the practical material, for example, in speaking material. Perhaps improving this could increase students' readiness to use Moodle as English learning media.

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Marta Widiawitarsi Br Simamor currently is an English Private Teacher. During her study in bachelor degree, she has achieved some regional and national achievements, such as the top ten national teaching media competitions in Pekan Pendidikan Generasi Hebat 2018 in Universitas Muhammadiyah Makasar, Top ten national essay competition in LEN PPI 2018, and she also became the Most Active Female of Faculty of Arts and Education 2019. She also obtained a Copyright from the Ministry of Law and Human Rights in 2018 for *Fun Fishing Game*.

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STUDENTS' ENTHUSIASM IN LEARNING IN THE COVID-19 OUTBREAK

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Abstract

The purpose of this study is to determine student excitement for studying English during the Covid-19 outbreak, as well as how teachers encourage student enthusiasm for learning English throughout the outbreak. A qualitative research design was adopted in this study. The subjects of this study are students of class XI in MAN 1 Model Bengkulu class XI-A, totaling 30 students. The study's findings revealed that pupils in class XI MAN 1 Model Bengkulu are enthusiastic about learning English. Based on observations and interviews with students from MAN 1 Model Bengkulu class XI. As indicated by the reduction in the English value of class XI MAN 1 Model Bengkulu pupils during the Covid-19 outbreak, the findings show that most students have a low level of excitement when studying. The observation checklist and interview were used to observe the activities of students and teachers in the English class. To analyze the data, the researcher was apply (1) data reduction; (2) data display; and (3) drawing and verifying conclusion teachers use various strategies so that the enthusiasm of students in learning English during the Covid-19 outbreak continues to increase, namely by using interesting learning videos and giving quizzes to students.

Keywords: *Student Enthusiasm, Learning English, Covid-19 Outbreak.*

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INTRODUCTION

If students are enthusiastic about learning English, it can be said that they are successful. This is a powerful source of motivation for learning and will result in student participation in teaching and learning activities. Students enjoy learning new things, such as English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). So, it will make a difference to others, especially to face life's challenges.

Since the World Health Organization (WHO) situation report on the COVID-19 outbreak worldwide since the dangerous virus was first identified in Wuhan, South China in November 2019. The virus then spread rapidly throughout the world. This situation has an impact on various sectors, including education. This shows a change in students' enthusiasm for learning English. Students become less enthusiastic because of the boring way of learning because there is no face-to-face learning and the lack of interaction between teachers and students during learning.

When students are enthusiastic about learning, it was be able to improve students' academic achievement in learning English, because the failure of student academic achievement is an important case that needs attention. Thus, enthusiasm is a factor that becomes a willingness that affects students' academic achievement in learning English. This factor seems to be very important in influencing the achievement of learning English as a result of the positive factors. In conclusion, the enthusiasm factor is important. In addition, some students at MAN 1 Model Bengkulu have less enthusiasm for learning English.

The researcher found a problem, namely the lack of enthusiasm for students to learn English during the Covid-19 period. The researcher chose MAN 1 Bengkulu Model as the object of research because of the lack of student interest in learning English during the Covid-19 pandemic which resulted in a decrease in the English value of MAN 1 Bengkulu Model students.

Enthusiasm in Learning English

The effects of students' enthusiasm on students' motivation, namely that students' model or imitate the energy and commitment of an enthusiastic instructor, thereby increasing their enthusiasm for study outside the classroom (Borong & Pd, n.d.) "Students have fun learning new things like English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000).

Enthusiasm towards learning activity uses a theory of need because the learning activity and learning achievement is a need of every student. This theory was cited by (Borong & Pd, n.d.) that there are 20 points about need: 1) Abasement, 2) Achievement, 3) Affiliation, 4) Aggression, 5) Autonomy, 6) Counteraction, 7) Dependence, 8) Deference, 9) Dominance, 10) Exhibition, 11) Harmavoidance, 12) Infavoidance, 13) Nurturance, 14) Order, 15) Play, 16) Rejection, 17) Sentience, 18) Sex, 19) Succorance, and 20) Understanding. According to that Theory by Murray, to connect the student's enthusiasm and learning activity, the writer believes that both variables exist because of the theory of need that is an achievement. Murray (1997, p.138) also states that it is related to a good achievement of learning, solving a problem, and doing the assignment as fast as possible and as well as possible. All these things exist because of enthusiasm for learning (Yusriyah, 2020).

Student's Enthusiasm Towards Learning English

The enthusiasm from the explanation above is related to the cognitive process in the chance of behavior as the result of interaction, learning, and experiencing with the environment. The meaning of learning can be understood as the process of obtaining, getting, adopting, or adjusting which happens to all human beings in their whole lives and occurs progressively to get the optimal results (Troy Frensley et al., 2020). (Yusriyah, 2020) states that effective and constructive learning activity is not only about cognitive process, but also it involves feeling and emotion, so here learning enthusiasm is essential for the students.

As people know learning English need a huge enthusiasm from the student, because English contains five elements (listening, reading, speaking, structure, and writing) that should be mastered, beyond there is a lot of vocabulary that should be memorized to make the learners can arrange the sentence with the English grammar and directly say the sentence they want to say (Singh et al., 2020). Without enthusiasm, those elements cannot stand become one. Therefore, the result will not be perfectly obtained by the learners and the input can be applied in their daily lives or their real life.

The COVID-19 Pandemic

It was thought as a solution to break the COVID-19 pandemic chain, this is as UNESCO move to support countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning (UNESCO, 2020).

The Indonesian government took necessary actions to closely observe World Health Organization (WHO) situation report on the COVID-19 outbreak around the world since the dangerous virus was firstly identified in Wuhan, South China in November 2019(König, 2021). The virus then rapidly spread throughout the globe. Four days after WHO confirmed COVID-19 as the pandemic, on March 15, 2020, President JokoWidodo implement some policies to achieve social distancing in the society. He urged the public to work, study, and conduct religious practices from home.

RESEARCH METHOD

The researcher employed a qualitative method in this study. A qualitative method is a research that focuses on the *quality* of a particular activity that investigates the quality of relationships, activities, situations, or materials (Dull & Reinhardt, 2014). Mackey and Gass (2005) briefly defined, the term qualitative research as can be taken to refer to research that is based on descriptive data that does not make use of statistical procedures (Singh et al., 2020). The purposes of qualitative research are; *Rich description*:

The subjects of this study are students of class XI in MAN 1 Model Bengkulu class XI-A, totaling 30 students. Students can become research subjects because they are facing learning English during the Covid-19 outbreak. To collected data, the researcher created an observation checklist to equip himself in obtaining data. The observation checklist was used to observe the activities of students and teachers in the English class. To get more in-depth information, the researchers used interviews. In this case, the researcher uses an in-depth interview model. An in-depth interview is a personal interview process between the respondent and the researcher In analyzing the data, the researcher applied the data analysis stages proposed by Miles and

Huberman who proposes three stages of data analysis, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion (Dull & Reinhardt, 2014).

FINDINGS AND DISCUSSION

Class Interactive

The interactive class is the first characteristic of students' passion for learning English in class XI MAN 1 Model Bengkulu. From the first to the final observation, students' excitement for learning English is low, because online learning makes the subject provided by the teacher less understandable. Students who participated in the learning process did not pay attention to the material delivered by the teacher in many early observations. Only a few students appear to be motivated and eager to pay attention to the topic right from the start. While some kids appear to be less interested in learning English.

Students Constantly to Answer Questions

The second feature of class XI students at MAN 1 Model Bengkulu's excitement for learning English is that they always respond to queries. This is demonstrated by students in class XI MAN 1 Bengkulu Model who are less engaged in answering the instructor's questions and who appear concerned when the teacher asks questions about topics that they do not comprehend. Because the teacher simply explained the content through e-learning, none of the pupils continued to answer questions during this observation.

Students Pay Attention During Learning

The enthusiasm of students in learning English at MAN 1 Model Bengkulu takes various forms. Material, students listen during the discussion from the teacher. From the first to the last observation above, it appears that the student's lack of enthusiasm in learning English, in this study, this study saw that students in the process of learning English were less enthusiastic in improving their way of learning. Students who do not understand the material being taught are just silent and look sleepy. Some students also ask friends about material that has not been understood through private chat on WhatsApp. Another way to improve the way students learn is when they talk to the teacher training students to answer in chat rooms in-class observation.

Preview The Lesson

Effective previews and lessons usually come from students' enthusiasm in learning English in class. Researchers see the process of students in the classroom. From the first to the last observation, it turns out that many students are less enthusiastic in learning English, there are only a few students who answer questions from the teacher in group chats, google classroom, or during video meetings. From observations in learning English, the researcher found out the enthusiasm of students to see the lesson. The enthusiasm of students in learning English makes students' grades decrease.

Eleventh grades students' enthusiasm in learning English at MAN 1 Model Bengkulu

Then from the results of interviews and observations above, it can be seen that the enthusiasm of class XI MAN 1 Bengkulu Model students in dealing with the Covid-19 outbreak has decreased in enthusiasm and enthusiasm for learning which causes changes in-class interaction. Signals and quotas are problems that many students experience in online learning. This is in line with the opinion of the famous historian Arnold Toynbee quoted in (Mahler et al., 2018), "Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; first, and ideals that sweep the imagination, and second, a clear and clear plan to put those ideas into practice. "Students love to learn new things like English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). This was also conveyed by the teacher in the interview process that the researcher did. The teacher has tried as much as possible so that English learning takes place optimally.

Yusriyah (2020) found that enthusiasm and learning have a relationship. This means that enthusiasm greatly affects student learning. Therefore, student enthusiasm greatly affects student learning achievement, especially in English. Learning achievement is needed by students who are supported by their enthusiasm (König, 2021). In every online learning that takes place, students are expected to pay attention to the material explained by the teacher in the learning process, students are also expected to increase the value of learning English through online learning that uses various learning media used by a teacher who teaches. but in this case, students also admit that sometimes they feel less enthusiastic about the existing learning.

Then from the results of interviews and observations above, it can be seen that the enthusiasm of class XI MAN 1 Bengkulu Model students in dealing with the Covid-19 outbreak has decreased in enthusiasm and enthusiasm for learning which causes changes in-class interaction. Signals and quotas are problems that many students experience in online learning.

Strategies of English Teachers in Increasing Student Enthusiasm in Class MAN 1 Model Bengkulu

The teacher explained that the learning media used during online learning was e-learning which had been provided by the school, but there were still shortcomings in the e-learning, namely frequent interruptions. So the teacher set a strategy by involving several online learning media. The media are Google Classroom, WhatsApp Groups, YouTube, and Zoom. Those media become the teacher's strategy in distributing learning materials or videos for students.

In this case, the teacher used online learning strategies, the teacher often distributes learning videos or YouTube videos to students, which can also increase enthusiasm for learning English in this Covid-19 outbreak. This was also conveyed by the student's enthusiasm for learning English when the teacher shared learning videos that they thought were interesting to learn and made the learning process not monotonous. This is in line with the opinion of Arnold Toynbee who stated that enthusiasm paralyzes fear, worry, and overcomes apathy. According to the famous historian Arnold Toynbee quoted in (Padma & Sukanesh, 2011), "Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; first, and ideals that sweep the imagination, and second, a clear and clear plan to put those ideas into practice." In addition, in online learning, a teacher as a facilitator can still maintain learning motivation and encourage students to remain creative in accessing as many sources of knowledge as possible, sharpening insight, and ultimately shaping students into lifelong learners, and not using the pandemic as an excuse not too eager to learn. Students love to learn new things like English. Enthusiasm has a positive power to influence student learning outcomes (Patrick et al., 2000). Giving motivation is important in the learning process. This signifies a form of respect and a sign of teacher affection given to students to achieve the desired learning objectives. Another obstacle faced by teachers in online learning. This is an obstacle in motivating students to stay enthusiastic about learning during the pandemic.

From the description of the obstacles to online learning above, teachers and students experience problems in online learning. In the new paradigm, teachers should be able to become facilitators for their students. (Mahler et al., 2018) also states that it is related to good learning achievement, solving a problem, and doing assignments as quickly and as well as possible. All of that exists because of the spirit of learning (Mahler et al., 2018). The new paradigm is still being implemented even though it is less effective due to the Covid-19 pandemic that has hit the world of education, but that does not mean the education system should be dismissed in a new (modern) paradigm. The existence of a new paradigm is a solution that is very relevant to current conditions and remains in harmony where the role of the teacher for students should be considered because when students study from home, students will not pay attention to online learning fully (Donald Samuel Slamet Santosa, 2018).

From all the results of observations and interviews that the researcher has done, the researcher can be concluded that students' enthusiasm during the covid-19 period is low due to obstacles faced by students such as signal interference or quota constraints but these can be overcome by the teacher by using online learning strategies that fully involve teacher and students. student. The teacher can share learning materials that can be accessed by students through existing learning media. This method is continuous learning and all students are expected to be safe. During the learning process, participants are accompanied by an online teacher. this can be emulated by other teachers because it can increase student enthusiasm in learning during the Covid-19 outbreak.

CONCLUSION

The process of learning English during the Covid-19 period took place online. which resulted in the lack of enthusiasm of students in learning English during Covid-19 period, making students less active in learning English, this is evident from the decline in students' scores during online learning. Constraints experienced by students and teachers in online learning are limited network and internet quotas, e-learning which is often problematic, as well as the lack of student activity. So that online learning does not run smoothly. The efforts of English teachers to overcome existing problems are to continue to innovate to create interactive learning, provide learning media that attract students' enthusiasm such as learning through videos, YouTube, blogs, and not infrequently teachers also give quizzes that students can use to improve students' grades. so that students are more motivated in learning English in the Covid-19 outbreak.

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STIGMATIZATION OF FORCED MARRIAGE IN MONTY TIWA'S ADAPTATION OF GITLICIOUS'S *MY LECTURER MY HUSBAND*

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Abstract

The forced marriage and the arranged marriages theme currently become popular in literary works on millennial applications. The facility and privilege of the internet were virtual spaces that were not only a provider of reading materials but also a place for literary production itself such as Wattpad. *My Lecturer My Husband*, one of the famous Wattpad novels published in 2017, was the work of a Korean boyband fan from Indonesia named Gitlicious (pen name) who idolizes a Korean artist named Lay from the Exo group. In 2020, *My Lecturer My Husband* was adapted by a well-known producer, Monty Tiwa, into a web series that identified forms of female resistance and the negotiation process of men in forced marriage. Thus, this study aims to analyze forced marriage that reconstructs the negative stigma in Monty Tiwa's adaptation of Gitlicious's *My Lecturer My Husband*. This study used the adaptation theory proposed by Linda Hutcheon (2006). To dismantle the ideology of the text, this research used the theory of Butler (1990), which was about the diversity of gender and sexuality expressions. From the results of the analysis, it was found that *My Lecturer My Husband* reflects the shift in the value of forced marriage contextually and commercially. Ideologically, the text adaptation of Monty Tiwa shows a shift in the stigma of forced marriage attached to the role of parents and a shift in the expression of husband and wife in forced marriage.

Keywords: forced marriage, web series, gender expression, Wattpad

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INTRODUCTION

Forced marriage is a social issue that has been inherent in Indonesian society. Socio-anthropologically, marriage is a transaction according to tradition and gets legitimacy from the community (Keesing, 1992). The phenomenon of forced marriage is contained in literary works which are a reflection of the reality that exists in society. According to Taine (Endraswara, 2003), literary works are not just imaginative and personal facts, but literary works can also be a reflection or recording of culture. Marah Rusli (1889-1968), a writer who is also known as the father of modern Indonesian romance, is well known through his monumental work, the novel *Siti Nurbaya* (1922). This novel has become one of the icons of Indonesian literature and has often been mandatory reading for students who study Indonesian literature because of its popularity. This novel has also become an idiom commonly used by Indonesian people to declare a partner who has been betrothed by their parents.

The forced marriage and the arranged marriages theme currently become popular in literary works on millennial applications. The facility and privilege of the internet are virtual spaces that are not only a provider of reading materials but also a place for literary production itself such as Wattpad, webtoon, novel, and other websites. One of the website services that is also an application in the form of social media dedicated to writing and reading literary works is Wattpad. Wattpad is an online media or can also be referred to as social media in the form of a website, android application, iOS, and is also available on windows phones (Wahyuni, 2020). In addition to Wattpad, a web series is also a place for producers to produce quality films such as well, Netflix, Vidio.com, and several other applications, which are new media offer the demanding TV series by the global community today, especially several countries in Asia.

Korea is an advanced country in the field of entertainment and also contributes to the development of web series and Wattpad. According to Broadcasting observer Maman Suherman, the popularity of Korean entertainment and culture in Asia and other parts of the world is at its peak. Korea invaded the world and

targeted the younger generation as its followers (liputan6.com). *The story world* now becomes the attention of literary academics proves that there is a connection between one media to another, between one story to another. Fans are free to build stories inspired by their idols. Such as the Wattpad *My Lecturer My Husband*, published in 2017, which is the work of a Boyband fan from Indonesia named Gitlicious (pen name) who idolizes a Korean artist named Lay from the Exo group. Even though the story place is set in Indonesia and tells about daily life activities of Indonesian, *My Lecturer My Husband* is constructed as a reflection of Lay's figure and the widespread theme of arranged marriages with different social statuses in Korea. According to the CNN Indonesia team, the story of the status gap is a reflection of social reality in Korea, so the theme of arranged marriages or marriage of different social status is in great demand because it builds the emotions of the audience.

Monty Tiwa as a seasoned producer produces many films that are popular among teenagers. In 2020, he produced a series entitled: *My Lecturer My Husband* which was an adaptation of a Wattpad novel by Gitlicious with the same title. In Wattpad, the lecturer character is a description of the Lay Exo Boyband character. However, in the Monty Tiwa adaptation, the lecturer character was acted by Reza Rahardian, one of the famous Indonesian actors. In particular, the intermediality study will give us the flexibility to find and describe problems that were not previously recognized as important (Damono, 2018). *My Lecturer My Husband* in the form of a web series identifies forms of female resistance and male negotiation processes. Thus, this study aims to answer how forced marriage reconstructs the negative stigma in Monty Tiwa's Adaptation of Gitlicious's *My Lecturer My Husband*.

It was found that no study discussed Wattpad and the web series *My Lecturer My Husband*. However, the study about forced marriage in literary works has been carried out by Novita Dewi (2018) namely *Pengantin-Pengantin Bocah Dalam Sastra Berlatar Di Indonesia, Afghanistan, Dan Bangladesh* (Child Brides in Literature Set in Indonesia, Afghanistan, and Bangladesh) which discussed the forced marriage. This article examined the depiction of female characters who got married at a very young age in three literary works set in Indonesia, Afghanistan, and Bangladesh. Those characters are 1) "Inem" by Pramoedya Ananta Toer; 2) the novel *A Thousand Splendid Suns* by Khaled Hosseini, and 3) the short story Razia Sultana Khan "Seduction". The family's poor-economical level is considered as a reasonable based statement for the family, in certain traditions and times, to bring their children into a forced marriage. Tania Intan (2020) entitled *Perjodohan dan Resistensi Perempuan Dalam Metropop Summer Sky Karya Stephanie Zen* (Matchmaking And Women's Resistance In Stephanie Zen's Metropop Summer Sky) discussed millennial's arranged marriages. Arranged marriages still occur in the contemporary context as shown in some contemporary Indonesian literary works such as metro pop and chick-lit, which have had room to show resistance to the arranged marriages that befell them. Then, Nia Kurnia, Silvia Rosa, Muchlis Awwali (2018) with the title *Perkawinan dan Kekerabatan dalam Novel Memang Jodoh Karya Marah Rusli: Kajian Intertekstual* (Marriage and Kinship in the Novel Memang Jodoh by Marah Rusli: Intertextual Studies). This analysis presented the ideological theme of the novel text by using suprasegmental and intertextual methods related to the social and historical context.

This study is different from previous studies that discussed arranged marriages and forced marriage which was still perpetuated by patriarchy and the role of parents in the arranged marriages process. This study will analyze more deeply the adaptation of Monty Tiwa's work *My Lecturer My Husband*, the role of parents who reflect the current socio-culture of millennial marriage, how women's resistance and men's negotiations face forced marriage.

RESEARCH METHOD

The author used the adaptation theory proposed by Linda Hutcheon (2006) on studying the primary text. About adaptation works, Hutcheon (2006: 18) stated that An openly acknowledged and extended reworking of particular other texts, adaptations are often compared to translations. Just as there is no such thing as a literal translation, there can be no literal adaptation. In adapting a work, even though there are similarities, there will be differences from the original work too. To interpret the adaptation work, Hutcheon put forward a frame of mind by using 5W1H questions (what, when, where, who, how).

In this study, the author focus on the study of the questions "what", "why", "when", and "where". The "what" and "why" questions are used to analyze the basic differences between Wattpad and the web series and why these differences occur. The questions "when" and "where" are used to analyze the context of the time and place in where this adaptation is made.

This novel brings the topic of women's resistance and men's negotiations on facing forced marriage. Feminism is a series of ideological, political, social movements for women who fight for their rights as human beings, getting equality like men. Gender inequality that binds and oppresses women culturally with a patriarchal system is a reason for the reaction of Feminism (Muslikhati: 2014). Based on this, in this analysis, the problem will be raised regarding the role of parents towards daughters in the adaptation of Monty Tiwa's work *My Lecturer My Husband*. In addition, the depiction of gender expression was written in the novel and film

adaptation through the representation of the characters Inggit and Mr. Arya who have different expressions of femininity and masculinity.

To analyze these problems, this study used Judith P. Butler's Theory about the diversity of gender and sexuality expressions (Butler, 1990). The discussion about feminism is a discussion about the pattern of relations between men and women in society, as well as the status, rights, and position or the women's position in the domestic and public sectors. About the gender expression of women and men in Monty Tiwa's adaptation *My Lecturer My Husband*, the author intended to find out the shift in the stigmatization of forced marriage in the Monty Tiwa's adaptation *My Lecturer My Husband*.

FINDINGS AND DISCUSSION

In this study, the writer analyzed by measuring the significance of the scene in the web series *My Lecturer My husband* (2020) using Hutcheon's adaptation theory. The questions "when" and "where" were used to analyze the context of the time and place in which this adaptation was made. The "what" and "why" questions were used to analyze the basic differences between Wattpad and the web series and why these differences occur. Based on the process of observing *My Lecturer My husband* (2020), the significance data will be adjusted in interpreting the ideology of the text through the gender expression of Inggit's character, Mr. Arya's character, and the role of parents in the Monty Tiwa adaptation of *My Lecturer My Husband*.

1. The Context of Millennial Forced Marriage

Marriage is not only binding husband and wife but also both families. In Indonesian literature, the topic of arranged marriages among people who are of different status is an issue that has been inherent since the time of Siti Nurbaya. Many literary works give a negative stigma to arranged marriages and forced marriage in Indonesia, such as Siti Nurbaya, *Tenggelamnya Kapal Vander Wick*, *Ayat-Ayat Cinta*, etc. However, along with the development of Wattpad and web series in Indonesia, many writers and producers carry the theme of forced marriage or arranged marriages. The themes of forced marriage and arranged marriages are still successful in the literary and entertainment industry in Indonesia. This indicates that the issue of forced marriage still occurs in Indonesia, even the film industry makes the issue a form of commercialization. The success of a literary work such as a novel may be the indicator in seeing people's assumptions about the ideology of forced marriage which is increasingly transforming shifting values in it.

In Wattpad and the web series *My Lecturer My Husband*, the forced marriage undergoes a cultural shift. Forced marriage seems to be wrapped in the context of millennials. The theme of forced marriage in the Wattpad novel *My Lecturer My Husband* managed to be an achievement with a large number of readers on the work. The Wattpad novel *My Lecturer My Husband* emphasizes the forced marriage which is built on an arranged marriage between two families, which can achieve happiness by building romance and opening up one another's hearts. The success of the Wattpad novel attracted Monty Tiwa's attention to adapt the story into a new medium, namely a web series. The audience's enthusiasm for the *My Lecturer My Husband* web series was proven by it becoming "Trending 1" in the web series application. The successful Wattpad novel was due to a very interesting story, the successful web series was due to the main actor who was quite amazing at acting out the story. Reza Rahadian and Prilly Latuconsina were two outstanding actors in Indonesia and they were a young couple considered compatible with Indonesian society. Monty Tiwa plays the audience's emotions with the patient character of Reza Rahadian or Mr. Arya and the complexity of the love relation among Mr. Arya, Inggit, and Tristan. In Wattpad, stories can make readers happy while in the web series viewers can feel both sad and happy. (Twitter: #mylecturermyhusband).

Forced marriage is usually caused by the needs of women's family side. According to *My Lecturer, My Husband*, the material needs issue is not quite complex even though he carried out on the movie.



Figure 1. Inggit and Mr. Arya's wedding.

The women's movement nowadays whose fight for equality between men and women, also affected by modernity and technology, resulted that they are against arranged marriage and forced marriage because women have the right to arrange their marriages. *My Lecturer My Husband* was an Indonesian literary work that

harmonized these things through the theme of forced marriage. Although forced marriage in Indonesia is still often carried out because of the deep-rooted patriarchal system. The forced marriage issue in *My Lecturer My Husband* is currently providing good news for the audience because male characters are not bad, old, or have many wives.



Figure 2. The love relationship among Mr. Arya, Inggit, and Tristan.

My Lecturer My Husband in Wattpad and web series told us the story of a love relationship between Mr. Arya, Inggit, and Tristan. Dating is a natural trend among millennials. Uniquely, although deciding a partner is an individual right, *My Lecturer My Husband* presents the forced marriage which breaks dating relationships. The triangle love in Monti Tiwa's adaptation work was seen dominating most of the storyline itself. It was seen how women's role was important in determining a happy life. Inggit was positioned as someone who Tristan and Mr. Arya fight for. Different from the most forced marriage presented in most literary works, *My Lecturer My Husband* was a reflection of the intersection of women's positions in the construction of family, society, and individual rights.

In Wattpad, the character of Mr. Arya was inspired by the character of Lay Exo which was the development of the story world created by the fans. This inspiration also illustrated the topic of arranged marriages in Korean literary works. Both novels and films became an inspiration and spread in other countries, in this case, Indonesia. In Monty Tiwa's adaptation work, Reza Rahadian had characteristics that were different from the character of Mr. Arya in Wattpad. According to Liputan6.com, Reza Rahadian was a very famous young actor, every movie he acted in managed to be a box office movie and bring a lot of viewers. Inevitably, he won various awards and accolades, and he was even mentioned as the most expensive actor in Indonesia. According to Reza: "Physical appearance is not everything in the world of acting and this does not have to be a strength in acting. The quality and character of the role are more important." (Liputan6.com). The acting quality of Reza Rahadian was the cause of *My Lecturer My Husband's* success in the web series.

In Monty Tiwa's adaptation work, there was a different time set which was the Covid-19 pandemic time set because the Covid-19 had been spread in Indonesia since March 2020. Fortunately, this condition was a concern for the audience in seeing the culture changed in this web series such as bonding family relationships, the use of information technology which was very helpful, as well as the concerns of the Indonesian people about the Covid-19 virus which had claimed many victims. The time set of the Pandemic also gave a romantic impression in the romance story of *My Lecturer My Husband*, adapted by Monty Tiwa.

2. The Arranged Marriages Patterns in *My Lecturer My Husband* Text (Wattpad 2017 to web series 2020)

Arranged marriages are not an easy thing for people who previously did not know each other. Even though Mr. Arya is Inggit's lecturer, their arranged marriages process is difficult because Inggit never expected to become the wife of her supervisor. In Wattpad, the arranged marriages pattern has been planned by both parents for a long time, but in the web series, the arranged marriage comes when Mr. Arya likes Inggit when they were children.



Figure 3. The meeting between Inggit and Mr. Arya always causes problems.

In the Monty Tiwa adaptation, Inggit never knew that Mr. Arya was part of her childhood. Inggit only knows Mr. Arya who is annoying and she doesn't like it. This becomes an obstacle in the process of matching the two.

2.1. The role of parents

Arranged marriage and forced marriage are a form of parental desire that dominate their children's life decisions. In Monty Tiwa's adaptation, Inggit's parents were dominantly shown, while Mr. Arya's parents were only seen accompanying and there was no dialogue during the arranged marriage. Meanwhile, on Wattpad, both Inggit's and Mr. Arya's parents held a meeting to discuss their children's marriage. This identified that the woman's parents played a very important role in arranged marriages which reflected the still inherent patriarchy in Indonesia with the power over girls. As a quote in Wattpad:

"Nanti sore Mr. e baju bagus ya, mau ada tamu. Temen papah sama keluarganya mau makan malam disini", kata nyokap. (Gitlicious:20)

"Tonight, you should wear nice clothes, there will be guests. Papa's friends and family want to have dinner here," said Mom. (Gitlicious:20)

"Papah kamu mau jodohin kamu, katanya biar tenang ngelepas kamu sendirian,". Jawab nyokap.

"semua urusan sudah siap kan?" Tanya bokap kearah Mr. Arya, yang dijawab dengan anggukan. (Gitlicious: 20)

"Your papa wants to match you, he said to feel calm letting you go alone,". Answer mom.

"Everything is ready, right?" Asked Bokap towards Mr. Arya, who answered with a nod. (Gitlicious: 20)

Even though the match was done suddenly, both parties had planned and hid it from Inggit. The power of parents over children was very visible in the quote above. The character Inggit could not refuse the arranged marriage of her parent's desire. Both parents in the Wattpad novel played a significant role in the arranged marriage's process to forced marriage. Monty Tiwa's adaptation of the arranged marriage started because Inggit's father fell ill, there was a negotiation process between father and Inggit.



Figure 4. Inggit calls Tristan



Figure 5. Inggit's Father condition

The character of Inggit's father allowed contacting his boyfriend to get married soon. However, Tristan refused because he preferred to achieve his dream of becoming a young doctor. After hearing that reason, Inggit's father asked her to meet the character, Mr. Arya. In the Monty Tiwa adaptation, arranged marriages were done because of urgency. There were also parent negotiations for the daughter to marry the man of her choice even though in the end Tristan refused and Inggit was still requested to marry Mr. Arya. Then, in Monty Tiwa's adaptation, Mr. Arya was chosen because he was a good man and Inggit's father had known him for a long time. while in Wattpad Mr. Arya was a rich character and her father did not know Mr. Arya well. As in the following quotes:

"oh, ya? Kamu jadi apa disana?" Tanya bokap. (Gitlicious:21)

"saya salah satu staff pengajar, Mr. " kata Mr. arya kalem. (Gitlicious:21)

"Setiap orang tua pasti ingin anaknya mendapatkan jodoh yang terbaik, baik itu dari agamanya, kepribadian dan juga pekerjaannya. Semua demi kebahagiaan kamu juga kan?" (Gitlicious:31)

Pekerjaan? Kara bahkan belum kerja... (Gitlicious:31)

"Dengan melihat kamu nikah, ini akan jadi kebahagiaan tersendiri untuk Papah dan juga Mamah, apalagi dengan orang yang kami pilihkan." (Gitlicious:31)

"Oh yeah? What are you doing there?" Ask dad. (Gitlicious:21)

"I am one of the teaching staff, sir," said Mr. Arya calmly. (Gitlicious:21)

"Every parent wants their child to get the best mate, be it from his religion, personality and work. All for your happiness too, right?" (Gitlicious:31)

"Profession? Kara isn't even working, yet." (Gitlicious:31)

"Seeing you get married, this will be a special happiness for dad and mom, especially with the people we choose." (Gitlicious:31)

In Wattpad Inggit's boyfriend's name was Kara, while in the adaptation of Monty Tiwa's was Tristan. Inggit's parents in Wattpad emphasized the criteria of a good companion for their child, including work problems. In the adaptation of Monty Tiwa, Mr. Arya met Inggit by discussing to provide an explanation and some conditions that were carried out by Mr. Arya after marriage.

2.2. Female Resistance

Inggit's resistance to forced marriage was in quite Wattpad. In Wattpad, Inggit refused to marry Mr. Arya. contrary to Wattpad, the character Inggit did not resist much against Mr. Arya. In Wattpad, it emphasized the pattern of husband-wife adaptation in the form of romance built by Mr. Arya and Inggit's openness. Unlike Monty Tiwa's adaptation, Inggit had a strong character and strongly rejected forced marriage. Inggit was always faced with a love triangle relationship among herself, Mr. Arya, and Tristan. One form of resistance was to stay in a relationship with Tristan. Then Inggit slept outside the room to avoid Mr. Arya and tried to run away.



figure 6. Tristan brings a gift



figure 7. Inggit wants to run away

In Monty Tiwa's adaptation, anything Mr. Arya did was difficult for Inggit to accept. In Wattpad Inggit still show her feminine attitude, by cooking, washing, and tidying up all the furniture in the house.

"Urusan rumah tangga gue pun sedikit berkembang, gue lebih variatif dalam menyediakan makanan dan membereskan segala perabotan rumah" (Gitlicious:53)

"My household affairs have grown a little, I am more varied in providing food and tidying up all the furniture in the house" (Gitlicious: 53)

In the Monty Tiwa adaptation, Mr. Arya was cooked and cleaned the house. Inggit's gender expression was her resistance to the forced marriage she undergoes. She doesn't do women's duties in the domestic sphere at home. Inggit only confessed her love after Mr. Arya had stated it several times. In Wattpad explicitly, Inggit wanted to express her feelings, even though Mr. Arya hadn't confessed his love for her at all. This gave the view that Inggit's resistance in the adaptation of Monty Tiwa reflected the criticism of forced marriage. Marriage is not an easy thing for two people who have not known each other for long. This resistance gives the assumption that women carry out resistance in living married life through forced marriage.



figure 8. Mr. Arya expresses his feelings



figure 9. Inggit annoys Mr. Arya

Mr. Arya: "Dari pada nunggu yang gak jelas, mending yang udah jelas di depan mata" (Monty Tiwa: MLMH) "Instead of waiting for something that is not sure, it is better to have something sure in front of your eyes" (Monty Tiwa: MLMH). The scenes above show the contradictory expressions of Inggit and Mr. Arya. Inggit seems to dominate as a resistance effort. Meanwhile, Mr. Arya, even though he was a lecturer and a husband, still maintains an attitude to understand Inggit.

2.3. Men's Negotiation (Women's Perspectives and Prejudice on Men's Constructions)

In Monty Tiwa's adaptation, there was a negotiation offered not just living a household life by building romantic impressions like in Wattpad. On Wattpad, the figure of Mr. Arya tended to display a male construction that was very masculine and domineering even though he did not use violence. This could be seen in Wattpad when Inggit turned angry when Mr. Arya was angry because Inggit did not allow her to travel. When Inggit was angry, Mr. Arya kissed Inggit so that Inggit was silent and could not speak. Then Mr. Arya said: "*Jangan pernah menggunakan nada tinggi seperti itu sama suami kamu.*" (Gitlicious: 81). "Don't ever use a high tone like that to your husband." (Gitlicious: 81). The quote above described the form of male domination over women that was very visible in Wattpad. The Forced marriage that was carried out seem biased when the male characters did some romantic things.

Mr. Arya's negotiation process in the adaptation of Monty Tiwa was realized through "offers" to Inggit in the following forms: security and protection, "freedom" of suspicion, and division of domestic tasks. Even though Mr. Arya always protected Inggit, the dominance of masculinity was still presented in Monty Tiwa's adaptation. These scenes in the web series showed the construction of masculinity that was built with the offer of security and protection. The second offer was "freedom" of suspicion. The negotiation process that Mr. Arya offered to Inggit was to give Inggit the freedom to continue her relationship with Tristan. This freedom was an embodiment of the pattern of negotiations to get Inggit's love over time. In dialogues, Mr. Arya often says "*meletakkan kebahagiaanmu di atas kebahagiaan saya*" (Monty Tiwa: MLMH), "put your happiness above mine" (Monty Tiwa: MLMH), for everything that referred to Inggit's wish. These words were not in line with the existence of several scenes that seemed to limit Inggit from having contact with Tristan, for example by not allowing men to enter the house, it was not allowed to come home late at night, Inggit will be escorted and picked up by Mr. Arya if she wanted to go anywhere. "Freedom" of suspicion later became one of Mr. Arya's efforts in the negotiation process that was offered to Inggit.



Figure 10. Arya prepares food



Figure 11. Inggit makes rules

Mr. Arya also fulfilled the roles that a wife should do, such as cooking and cleaning the house. In Wattpad, there was no negotiation pattern in domestic and household matters. Mr. Arya's expression of masculinity shifts in terms of negotiation. The negotiation process showed the shifting stigma that men are usually attached to forced marriage. Domination of the wife was carried out with "offers" which emphasized more on the negotiation pattern so that men could still succeed in getting what they want.

In Indonesia, the patriarchal system in the family is still rooted, the man is the absolute leader of the family. According to Butler (1990: 42), gender is a social norm where the norm itself can determine a person's intelligence, influencing what may and will appear in the social domain. In Monty Tiwa's adaptation, the construction of masculinity was built in forced marriage shifted through the negotiation process. This construction was in line with the times and many feminist movements in Indonesia that enabled women to resist injustice. Butler (1990) argues that gender is performatively shaped by "expressions" which are said to be the result itself. These expressions refer to the stereotypes that accompanied gender identifying such as gestures and speaking style. Both Inggit and Mr. Arya had gender expressions that tend to be different for most married couples. This was a criticism against the patriarchal system that limited the expressions of men and women in Indonesia. The process of negotiating on the norms in the household resulted in more open gender performativity.

CONCLUSION

The media offers an old ideology of forced marriage, which requires a shift in values. The shift in the negative stigma of forced marriage is constructed through millennial contextual values. Although in Korea the issue of forced marriage is a critique of social inequality there. In Indonesia, forced marriage has been inherent since long ago, not only the problem of poverty, but also tradition, and the patriarchal system also help shape the existence of forced marriage in Indonesia. Through the adaptation of *My Lecturer My Husband*, the arranged

marriages pattern is assimilated into the millennial dating culture. This seems to criticize the dating culture that never ends in marriage. On the other hand, the presence of Mr. Arya and Tristan characters as handsome, smart, kind, and working men who are the best choices in choosing a mate, that is reflected the shift in the value of forced marriage contextually and commercially.

In the text's ideology, the shift in the stigma of forced marriage is also attached to the role of parents and the shift in gender expression. Parents must know more about the man who will be matched with their daughter. Parents must also allow the daughter to choose her life partner, and parents play a role in guiding their children to build a prosperous household. Expression of female resistance is also shown as an effort to reject all forms of male domination after marriage. Despite the happy ending, women do not get the right to choose a partner. The negotiation process offered by men is also a form of shifting masculinity values through gender expression. Even though men have authority in household leadership, the process of negotiation and "giving in" is very necessary for the adaptation process of forced marriage. then it can be said that forced marriage in Monty Tiwa's adaptation rejects negative stigma through patterns and processes that require negotiation between parents-children and husband-wife. This research is expected to be a reference for other researchers to deepen their analysis of the intermediality study. Then, the study of feminism can also be used for further research with a different object of study.

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INDONESIAN AFFIXATION ATTACHED TO ENGLISH WORDS IN ADOLESCENT TABLOID

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Abstract

This paper analyzes the pattern of Indonesian affixation which is attached to English words found in four famous Adolescent Tabloid namely Keren Beken, Gaul, Fantasi, and Genie. The data were collected by reading the tabloids and taking notes of English words that are being attached by Indonesian affixes. The patterns of those words were analyzed whether or not the affixation changed the word class of English words. From the analyses, it is revealed that Indonesian affixation can be attached to English words. After being attached to English words, Indonesian affixes changed the word class of English words.

Keywords: affixation, affix, prefix, suffix, English, Indonesia

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INTRODUCTION

Nowadays, the use of English is a must in everyday life. The ability to learn English is considered important to not be left behind. Yet, an effect of learning English as a secondary language for Indonesian people is that we often mixed it up with the Indonesian language. This interesting phenomenon can be found in our daily lives. The use of these two languages in a sentence is often used in our conversations with friends, in tabloids, newspapers, magazines, postings on social media, and also in a variety of books. This paper analyzed the use of English words with the addition of Indonesian affixes to them. Affixation is included as a branch of morphology.

According to Aronoff and Fudeman (2005), morphology is a study of form or forms. Morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. This statement is quite similar to Malmjaer (2005) that stated morphology is a part of linguistics that is a concern in word-formation. So, morphology is a study of how the word is formed. There are a variety of common morphological processes in human languages, such as affixation, utilization, internal change, suppletion, stress and tone placement, reduplication, and compounding.

O'Grady, Droblovsky, and Kamba (1996), as cited in Malmjaer (2005), stated that words have an internal structure that consists of smaller units organized concerning each other in a particular way. A morpheme is the smallest abstract unit in a language and also the smallest linguistic piece with a grammatical function. A morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as *-ed* of *looked*, that cannot be divided into smaller parts that have meaning. Another way in which morphemes have been defined is a pairing between sound and meaning. Some words consist of one single morpheme and others consist of two or more morphemes. A word with one morpheme is called a simple word and with two or more morphemes is a complex word. New words can be formed through affixation, a way of adding an affix to the root, stem, or basis. A phenomenon that is often found in our daily lives is the adding of Indonesian affixes to English words. According to Malmjaer (2005), affixation is a common morphological process in language. Adding an affix into one word enables us to create a new meaning of the word or even a new class of words. There are three types of affixes. First, an affix that is added to the front of its root is called a prefix. Second, an affix that is added to the back of its root is called a suffix. The third one is infix, which is a type of affix that occurs within the root. Affixation is a process of changing lexeme into complex words. The affixation process occurs when a bound morpheme is placed on a free morpheme. In addition, Chair (2008:87) argues that affixes can change the meaning, type, and function of a basic word or basic form. Affixation in English occurs with the addition of

prefix and suffix.

This paper tries to find out the Indonesian affixes which are attached to English words as are evident in the adolescent Tabloid and How these affixes change the meaning and word classes of the English words. This paper analyzed the phenomena of adding Indonesian affixes to English words. The data source of the analyses was taken from 4 popular adolescent Tabloids. These tabloids consist of language phenomena analyzed through the content about youth lifestyle and entertainment world which make it easier to analyze. The sentences are of which often found in our daily lives nowadays.

LITERATURE REVIEW

The main concern of this paper is analyzing Indonesian affixation which is attached to English words. Affixation is one of the morphological processes that are commonly found. According to Harimurti, affixation is a process of changing lexeme into complex words (2007:28); According to O'Grady and Guzman affixation is the addition of affixes (1996: 138), it means additional of affixes. The affixation process occurs when a bound morpheme is placed on a free morpheme orderly. In addition, Chaer (2003:87) argues that affix is the thing that can change the meaning, types, and function of a basic word or basic form. Affixation in English occurs with the addition of prefix and suffix. Prefixation is a bound morpheme that is added to the front base while suffixation is a bound morpheme that is added to the back base.

The affixation process of Indonesian affixes in English words is one of the morphological processes. The English words which contain Indonesian affixes can be categorized as purely English words and borrowing English words. Words and terms that come from the English language will get parable process from English becomes Indonesian words when join with Indonesian affixes. According to Departemen Pendidikan dan Kebudayaan (1995: 23), the process of English words becoming Indonesian words can be done through three types; translation process, borrowing process, and combination between translation and Borrowing process.

This paper found several types of research which are related to the topic. First, a journal entitled *the English borrowings* and *The Indonesian-English Code-Switching* in two collections of blog short-stories written by anna Marietta da silva. This journal analysis two books by raditya dika: *babi ngesot*, *datang tak diundang pulang tak berkutang*, and *manusia setengah salmon*. This topic was chosen because, in dika's book, there has been a lot of English borrowing and code-switching. The analysis reports the investigation of how many English borrowing occurred and compared to code-switching, the types of borrowing, the frequency of code-switching occurrences, the type of code-switching, and the lexical categories of the words borrowed. The purpose of the analysis is to reveal the role of English in Indonesia's contemporary literature, one of which is the published collection of blog short stories.

The frameworks applied in the analysis in the typology of borrowing by Haugen (1965) and classification of code-switching by Poplack (1980). The analysis shows borrowing accounted for 84% (712 incidents), while the intra-sentential code-switching comprised 11% (89 incidents), the inter-sentential code-switching 3% (27 occurrences) and tag-switching encompassed 2% (19 occurrences). Hence, this analysis predominantly uses loanwords as many as 647 occurrences (93%), whereas loan-blends accounted for only 5% or 38 incidents, phonological adaptation 2% or 11 incidents. The contemporary Indonesian literary discourse can present evidence of how the Indonesian language has "welcomed" and "befriended" English as one consequence of the increasing contact with English.

Second, a thesis was written by Khusnul Khotimah entitled *Analysis of Indonesian Affixes in English words* found in "*mobile guide*" edition 54-59. The analysis explains the process of Indonesian affixes of English words and analyzes the change of word class found in English word which contains Indonesian affixes in *mobile guide* edition 54-59. This topic was chosen because the *mobile guide* magazine contains some foreign language that contains Indonesian affixes. The framework used in the research is adopted from morphology proposed by katamba (1993). Also, it uses a theory of the affixation process by O'Grady and Guzamn (1996). The procedure of the research is collecting the data from *mobile guide* edition 54-59.

There are 182 English words which contains Indonesian affixes. Prefix : me (me-resize, me-register, etc.), meng (men-upload, meng-install, etc.) mem (mem-backup), men (men-download, men-tag, etc.). suffix: -nya (background-nya), -kan (connect-kan), -an (setting-an). Konfix di-kan (di-sinkronisasi-kan), me-kan (memaksimalkan), meng-kan (menginformasikan), men-kan (mendefinisikan), mem-kan (memaksimalkan), meng-kan (menginformasikan),men-kan (mendefinisikan), mem-kan (memproyeksikan), men-nya (mendownloadnya), meng-nya (mengaksesnya), pe-an (penginstallan), pen-nya (pengdownloadnya).

The affixation process between English words and Indonesian affixes found in the *mobile guide* edition 54-59 which are mostly found are prefixes meng-, di-, ter-. The affixation process also changes the word class. In the English, to the Indonesian language, the word class changing often occurred from noun to verb, adjective to the verb, and verb to noun.

Third, the is a journal by Siregar (2012) cited in da silva which investigated the types, and the dominant type of code-mixing and code-switching in teen-lit novels, such as *Fairish*, *Dealova*, and *Me Versus High*

Heels. The dominant type of code-mixing was unit insertion with a noun as the unit which was mostly inserted and code-switching was inter-sentential. Code-mixing and code-switching were used to adjust to circumstances, media of communication, topic function and purpose of communication, and formality.

Inflection is the process of adding inflection morphemes to a word, which may indicate a grammatical category that does not change the meaning and the word class. For example in English, inflection suffix *-ed* and *-s* are past tense markers and plural markers. On the other hand, derivational is the process to create a new word from an existing word, sometimes by simply changing the meaning and grammatical category of the word class. For example, English derivational suffix *-ness* in word 'sick' change word class from adjective 'sick' to noun 'sickness'. Derivational affixes will create a new word from an existing word. The new word formed from these derivational affixes will change the meaning of the word class.

According to Harimurti (2007), the functions of Indonesian affixes are verb-forming and noun-forming. Prefix that forms verb is *me-* and *di-* (*me-minum*, *di-minum*, *di-goreng*, etc). For noun forming, the example of the affixation is suffix *-an* (*mimum-an*, *goreng-an*, etc). For suffix *-nya*, the function of this suffix is to largely nominalize a word. So whatever the word class of a word is, the result after the word being attached by the suffix *-nya* is noun. Suffix *-nya* in English could be called as determiner and pronoun.

RESEARCH METHOD

The data for this paper is taken from four popular adolescent tabloids which are *Keren Beken*, *Gaul*, *Fantasi*, and *Genie*. The tabloids reflect an emerging linguistic phenomenon of Indonesian contemporary literary works which is marked by the transfer of spoken into written discourse. This paper used a qualitative methodology in analyzing the data used. The technique which is used in this research is the recording technique using the following steps: (1) data collection, collecting data from the 4 tabloids. (2) data selection, selecting the data which has been collected. (3) data classification, classifying the data according to its category or its characteristics. (4) data analysis, analyzing the Indonesian affixation which is attached to English words. (5) conclusion, concluding the result of the analyses.

Here are the samples of Indonesian affixation attached to English words:

1. *Kamu sudah nge-add Facebook aku belum?*
2. *Hijab ala turki bakal nge-trend dikalangan anak muda muslim tahun ini.*
3. *Tahun ini lagi musim lagu pop di-mix dengan lagu dangdut jadi pop-dut.*
4. *Keluarga besar melakukan iuran buat nge-vote Tiwi di ajang pencarian bakat ini.*
5. *Sebelum melakukan pengecatan, rambut harus di-bleaching terlebih dahulu.*

Data findings

The followings are the data in form of sentences that contain Indonesian affixation attached to English words found in the tabloids.

1. Prefix

- a. *Sama seperti SOCOM, PS2 men-support killzone dengan team option dan clan.*
- b. *Diakuinya, awalnya sering diundang nge-host diacara teman-temannya.*
- c. *Ujar Okty yang nge-fans sama Krisdayanti.*
- d. *Dia rela mengocek kantong dalam dalam untuk men-up-date make-up yang dia gunakan.*
- e. *Agak nge-rock tapi ada juga sisi melankolisnya.*
- f. *Mereka berlima diwajibkan nge-groove lewat lagu yang pernah dipopulerkan oleh Glen Fredly*
- g. *Harus berusaha maksimal, jangan cepat nge-down kalau gagal.*

2. Suffix

- a. *Ini yang ngebuka mind-nya untuk mengikuti audisi.*
- b. *Setiap mau mulai theme song-nya bulu kuduk gue langsung berdiri.*
- c. *Sementara untuk aksesoris, Bungan mengaku sebagai orang yang moody-an*
- d. *Sekarang Joy lagi happy happy-nya karena menang Indonesian Idol.*
- e. *Kadang muncul sifat cool-nya kalau di depan gue.*
- f. *Tentu saja dia rajin merapihkan poninya itu lewat hair sylish-nya*
- g. *Seluruh bintang film dating diacara road show-nya film garapan Rudy Soedjarwo itu.*

FINDINGS AND DISCUSSION

PREFIX

This paper found English words that were added with three prefix *men-*, *di-*, *nge-*. These words are *men-support*, *di-bleaching*, *nge-groove*, *men-update*, *di-mix*, *nge-host*, etc. In the Indonesian language, the prefix *di-* has a function to declare a place or a passive form. While the prefix *men-* has a function to declare an active

form and a verb. The function of the prefix *nge-* is similar to *men-*, this kind of prefix is considered as slang in the Indonesian language.

1. *men-support*

“fitur ini berfungsi untuk *me-support* data game online dalam kapasitas besar”

The root of the word is “support”. It has the word class of verb and noun. According to Cambridge advanced learner’s dictionary “support” means to encourage someone or something. After being attached by prefix *men-*, the word class of *men-support* is still a verb.

2. *nge-host*

“berbekal sering *nge-host* di acara ulang tahun dan pernikahan temannya, pemuda ini menjadi lebih PD”

The root of the word is “host”. It has the word class of noun. According to Cambridge advanced learner’s dictionary “host” means a person who introduces guests and performers. After being attached by the prefix *nge-*, the word class of *ngeh-host* changes to the verb.

3. *di-bleaching*

“sebelum melakukan pengecatan, rambut harus *di-bleaching* terlebih dahulu”

The root of the word is “bleaching”. It has the word class of noun. According to Cambridge advanced learner’s dictionary, “bleaching” means a strong chemical used for cleaning things or removing color from things. After being attached by prefix *di-*, the word class of *di-bleaching* changes to verb (in passive form).

SUFFIX

This paper found Indonesian suffixes of *-nya* and *-an* which are attached to an English word in the tabloids. Those are (*service-nya*, *hair stylish-nya*, *moody-an*,). The suffix *-nya* and *-an* in the Indonesian language function to form a noun and to largely normalize a word.

1. *Service-nya*

“berhubung *service-nya* agak mahal, gue harus irit”

The root of the word is “service”. It has the word class of verb and noun. According to Cambridge advanced learner’s dictionary, “service” means the act of dealing with customers in a shop, restaurant, etc. After being attached by the suffix *-nya*, the word class of *service-nya* is still a noun.

2. *moody-an*

“sementara untuk aksesoris, bungan mengaku sebagai orang yang *moody-an*”

The root of the word is “moody”. It has the word class of adjective. According to Cambridge advanced learner dictionary, “moody” means when someone’s mood changes suddenly. After being attached by the suffix *-an* the word class of *men-support* is still an adjective.

CONCLUSION

After analyzing the data, the writer can conclude several things. The pattern of Indonesian affixation which is attached to English words in the adolescent tabloid is usually marked by punctuation or dash (-). Also, the English words do not change even it has been attached with Indonesian affixes. The paper found only two kinds of affixes which are prefix (*men-support*, *di-bleaching*, *nge-host*) and suffix (*moody-an*, *service-nya*).

After being attached by Indonesian affixes, some of the English word’s meanings and word-class change. As for the prefix which is found in the tabloids (*nge-*, *men-*, and *di-*), has changed the word class of English into a verb. This is because the Indonesian prefix basically from the word class of a word becomes a verb. As a suffix *-nya* and *-an* form a noun and adjective. As result, the Indonesian affixation in the tabloid changes the word class into verb and noun. So, the affixation *me-*, *men-*, *di-*, *-nya*, *-an* are derivations because they change the word class from the root word.

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