

# TEKNOSASTIK

## Jurnal Bahasa dan Sastra

**Language Attitudes  
of SMAN 9 Bandar Lampung Students towards French Language**  
*Nani Kusrini, Indah Nevira Trisna, Lailatul Mukaromah*

**Exploring Students' Learning Style and Proficiency  
at a University in Indonesia: A Quantitative Classroom Research**  
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*Sukmono Bayu Adhi*

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# **TEKNOSASTIK**

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## **Language Attitudes of SMAN 9 Bandar Lampung Students towards French Language**

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### **Abstract**

This study has two objectives, namely to describe the language attitudes of SMAN 9 Bandar Lampung students towards French language and to explain the factors influencing their language attitudes. This study used a quantitative descriptive method. Questionnaires and interviews were used for data collection. Meanwhile, a Likert scale analysis was used to analyze the data and statistical tools were also used to determine the value of the overall language attitude component. The results of this study indicate that the language attitude of the students of class XI IPA 1 and IPA 2 of SMAN 9 Bandar Lampung is in the positive category. The minimum threshold value of positive and negative attitudes is 50 and the average value obtained by students through the three components of language attitude in this research is 63.00 which means that the language attitude of students toward French language is positive. Then, based on factors, the factors influencing language attitudes started from the most significant are consecutively (1) language pride; (2) power and influence of language; (3) internal nature of language; (4) power and influence of language, and (5) social background of learners.

**Keywords:** sociolinguistics, language attitude, factors of language attitude, French language

### **Introduction**

Advances in the field of information technology are increasingly rapidly enabling humans to communicate more easily and quickly. One of the important requirements for good communication is mastery of language. Mastery of language, especially foreign languages, seems to be increasingly becoming an obligation because it plays a role in facilitating global communication. Therefore, nowadays more and more individuals are able to speak foreign languages even more than one.

There have been many attempts to generalize the ability of each individual to acquire and learn foreign languages, one of which is by incorporating foreign languages into the learning curriculum in all schools in Indonesia. Several foreign languages are introduced to students in Indonesia, one of which is French. Unlike English which has been taught since elementary school or early childhood education, French language learning generally starts at high school level.

Education does not only cover the cognitive and psychomotor domains. Attitude is also a focus that is not less important. Hills and Evans (1989) in Nurulia (2017) state that certain attitudes in learning in children's growth are an important part of education. The definition of the word attitude itself generally refers to the shape of the body, an upright standing position, behavior or gestures, and actions or actions taken based on views (positions, beliefs or opinions) as a reaction to the existence of a thing or event (Chaer, 2010).

Attitude is something that is quite complicated to be formulated conceptually because it relates to psychological aspects. Attitudes are psychological constructs noted in the individual's mind but expressed through behavior or action. This behavior could be positive

or negative, favorable or unfavorable (Nwagbo, 2015; Thurstone and Charles cited by Azwar, 2002 in Muliarsih (2009).

Attitude is also closely related to the behavior of a person. A person's attitude can be interpreted from verbal and nonverbal behavior. Anastasi (1982, cited in Nurulia, 2017) states that a person's attitude cannot be observed directly, but can be interpreted from visible behavior, both verbally and non-verbally. From this understanding, the terms of attitude are known, namely linguistic attitudes and non-linguistic attitudes.

In the context of language learning, attitudes related to language are called language attitudes. Language attitude is the attitude of language users towards the diversity of their own language and the language of others (Kusuma, 2016). Attitudes towards the language being studied contribute to success in mastering the language, of course, in addition to other factors. Brown (1985 in Martha et al, 2013) in the study of language learning, there are several factors that influence language mastery, such as: 1) innate factors, such as language-specific talent, 2) general factors, such as attitude and motivation. (motivation), and 3) cognitive styles, such as field dependence and field independence, reflectivity and impulsivity. The same thing was conveyed that there are several variables that affect language learning including the level of development of the learner, age, attitude and motivation (Ellis, 1988 cited by Sudirman & Huzairin, 2017). Similarly, Lambert (1963) in Kusuma (2016) proposes a social psychological model for attitudes that emphasizes cognitive factors such as talent and intelligence, and affective factors such as attitudes and motivation. It can be concluded that attitudes have an important role in student achievement.

Language attitude can be interpreted as an assessment of understanding of language as well as language practice, meaning that every individual who has an attitude towards a language can be said that he likes and uses that language to communicate. Attitude language includes three parts or components, namely the cognitive component, the affective component and the conative component.

Language learning is always influenced by linguistic attitudes. A positive attitude will support the achievement of the French language learning goals expected by the teacher. Meanwhile, if it raises a negative attitude, the quality and expected learning objectives will be affected. Meanwhile, Jendra (2012) states that there are five factors that can influence a person's attitude towards language, namely: (1) pride in language; (2) the power and influence of language; (3) experience in learning a language; (4) the internal nature of the language, and (5) the social background of the language learner.

French for high school students is the second foreign language after English. The difference between the two languages or with Indonesian certainly gives a different impression or opinion, which in turn gives birth to a certain attitude towards this language, it can be positive or negative, especially during a pandemic like today where learning is taking place online using applications that allow distance learning.

Based on preliminary studies in several schools that provide French language learning, it is known that it is not easy to organize language learning through applications such as WhatsApp or Google Classroom, especially for certain competencies. In addition, several research results that examine the effectiveness of distance learning support the need to study this condition more deeply.

### **Theory and Method**

Language attitude is an assessment of language understanding as well as language practice. It means that every individual who has an attitude towards a language can be said to like and use that language to communicate. According to Allport in Chaer (2010) attitude is mental and nervous readiness, which is formed through experience that provides a

dynamic direction or influence on a person's reaction to all objects and circumstances involving that attitude.

Meanwhile, Lambert in Chaer (2010) states that the attitude consists of three components, namely cognitive, affective and conative. The explanation of the three components is as follows.

1. The cognitive component relates to knowledge about the natural environment and ideas which are usually categories used in the thinking process.
2. The affective component concerns the problem of good judgment, likes or dislikes, towards something or a situation, then the person is said to have a positive attitude. Otherwise, it is said to have a negative attitude.
3. The conative component concerns behavior or actions against a situation.

In fact, language attitudes can be grouped into two parts, namely attitudes towards language and attitudes towards language. Attitudes towards language are emphasized on responsibility and respect for language, while language attitudes are emphasized on self-awareness in using language in an orderly manner. From a sociolinguistic perspective, the phenomenon of language attitude in a multilingual society is an interesting phenomenon to study because language attitudes can determine the survival of a language.

The state and process of forming language attitudes are not far from the state and process of forming attitudes in general. As is the case with attitudes, language attitudes are also psychological events so they cannot be observed directly. Language attitude according to Kridalaksana (2001) is a mental position or feeling towards one's own language or the language of others. Language attitudes can be observed through language behavior or speech behavior. However, this case also applies the provision that not every speech behavior reflects language attitudes. On the other hand, language attitudes are not always reflected in speech behavior.

Negative attitudes towards a language can also occur when a person or group of people no longer has a sense of pride in their language and shifts it to another language that is not theirs. This can be influenced by several factors. Jendra (2012) states that there are 5 factors that can influence a person's attitude towards language, namely: (1) a sense of pride in language; (2) the power and influence of language; (3) experience in learning a language; (4) the internal nature of the language, and (5) the social background of the language learner.

There have been many pieces of research on language attitudes. Many researchers have conducted research that aims to describe the language attitudes of a particular group or to find the relationship between language attitudes and other elements with groups, conditions, environments and problems that are definitely different.

Research on students' language attitudes towards Indonesian was conducted by Dingding (2003), Wardani (2013), Wistari (2015) with mixed results. The results showed that language attitudes viewed from the cognitive, conative and affective aspects could be positive or negative. Meanwhile, research on attitudes towards regional languages was carried out by Yudarsono (2004).

In the context of foreign languages, there is research conducted by Hieda & Shabudin (2012) on attitudes and perspectives towards Japanese as a foreign language among Japanese language students at Universitas Kebangsaan Malaysia and by Kusuma and Adnyani (2016) examining the orientation of motivation and language attitudes. students of the Department of English Education with the result that students have a positive attitude towards the language being studied.

Another study examines attitudes in German using the gender variable of the research subject (Sobara & Ardiyani, 2013). The results show that 1) female respondents have a

higher pride value in language than male respondents, 2) the value of loyalty to the language of both groups of respondents is equally good, 3) male respondents look more confident and speak more straightforwardly than male respondents. women, 4) the value of awareness of the norms of female respondents is higher than that of men.

Meanwhile, Suciatty (2017) examines the relationship between the language attitudes of UPI's French Education Department students on French language skills and the factors that influence these language attitudes with the result that 72.75% of students have a positive attitude towards French, and the results of the analysis The results obtained are positive language skills that can affect the success of natural students in mastering French.

The difference between this research and other relevant research, apart from being in the subject of the study, another difference lies in the condition of French as a second foreign language and is a subject of specialization carried out during the pandemic. In this study, the researchers used the language attitude theory from Lambert in Chaer and Leonie (2010: 150), and the theory by Jendra (2012) to find out the factors that can affect a person's attitude towards a language. This research is expected to be useful for enriching insight into students' language attitudes towards French.

The subjects in this study were students of class XI IPA 1 and 2 of state senior high school 9 Bandar Lampung, while the object of this study was language attitudes and factors that influence language attitudes. Data collection techniques in this study were using questionnaires and interviews. The instruments in form of a questionnaire used in this study refers to that on language attitudes used by Budiawan (2008). The data analysis technique used to determine the value per component is a Likert scale analysis with the scoring system used referring to the Likert scale using 4 scales (strongly agree (SA), agree (A), disagree (D), strongly disagree (SD)).

In processing the component questionnaire data, the authors used a statistical calculation pattern in the form of a percentage, meaning that each data is presented after being tabulated in the form of a frequency for each answer. The data that has been collected is processed into a frequency distribution table using the formula:

$$P = \frac{F}{N} \times 100$$

Description

P: Percentage for each category answer

F: Frequency of answers

N: The total number of samples or objects study

Then to find out the overall value of the language components (conative, affective and cognitive) the researchers used a statistical tool, namely PASW. PASW (Predictive Analytics Software) is a computer program used to analyze calculations and process statistical data, Ministry of Education and Culture (2014).

## Findings and Discussion

The results of the research on the language attitudes of SMAN 9 Bandar Lampung students towards French were positive. The average score obtained by students through the three components is 63.00 with the minimum threshold value of positive and negative attitudes is 50. The results of these scores are obtained through the total value of the three components of language attitudes. The average value on the conative, affective and cognitive components exceeds the median (middle value) which means it can be said to be quite high. So that when analyzed the overall attitude of the language obtained positive results.

The results of further research are the factors that can influence students' attitudes towards the French language. Based on the 5 predetermined factors, it is known that the order of the most dominant factors to not, namely: (1) pride in language; (2) the power and influence of language; (3) experience in learning a language; (4) the internal nature of the language, and (5) the social background of the language learner.

### 1. Students Language Attitude towards French

This research is based on Lambert (in Chaer & Leonie, 2010) who divides language attitudes into three components, namely: a) conative components, b) affective components and c) cognitive components.

#### a. Conative Component

The conative component aims to find out whether students use French when communicating, when asking the teacher or when discussing with friends during online learning. The following is a recapitulation of the results of the questionnaire statement on the conative component.

Table 1. Recapitulation of the results of the questionnaire statement of conative components

STATEMENT NUMBER	SCALE				TOTAL
	SA	A	D	SD	
1	0	10	17	3	30
2	2	14	14	0	30
3	0	7	19	4	30
4	1	10	18	1	30
5	0	22	8	0	30
6	2	10	16	2	30

In the conative component, the researchers used 6 statements. Based on the table above, it is known that on average the respondents chose not to agree with each statement. The results of the questionnaire were distributed to 30 respondents from classes XI IPA 1 and XI IPA 2, the average value of the conative component is 14.43333. Based on the achievement of the average score, it can be said that the respondents have a fairly high conative component in the use of French, where the average value of 14.43333 is greater than the median (middle value) which is 12.

#### b. Affective component

The purpose of the affective component is to determine the respondent's confidence and pride when using French or being able to communicate in French.

Table 2. Recapitulation of the results of the questionnaire statement of affective components

Statement	Scale				Total
	SS	S	TS	STS	
1	0	10	17	3	30
2	2	14	14	0	30
3	0	7	19	4	30
4	1	10	18	1	30



5	0	22	8	0	30
6	2	10	16	2	30
7	8	20	2	0	30
8	2	19	8	1	30

In the conative component, the researchers used 8 statements. Based on the table above, it is known that on average the respondents chose to agree on each statement. This can be seen in the results of the recapitulation of the affective component of the questionnaire statement.

Based on the data obtained, it can be concluded that the minimum value of the respondents is 15 and the maximum value achieved is 29. This means that there are respondents who answered 'strongly agree' in each questionnaire statement on the affective component. The average score on the affective component is 23,26667. From this average, it can be said that respondents have a fairly high pride in the use of French because the average value is greater than the median (middle score) which is 16. So, it can be concluded that most students admit that they feel proud to learn French at school.

### c. Cognitive Component

The cognitive component aims to determine knowledge and understanding of using French properly and correctly. To determine the level of understanding of the respondents, the researchers used 4 statements included in the research questionnaire. The recapitulation of the results of the questionnaire statement on the cognitive component is as follows.

Table 3. Recapitulation of the results of the cognitive component questionnaire statement

Statement	Scale				Total
	SS	S	TS	STS	
1	0	7	21	2	30
2	1	9	19	1	30
3	0	15	14	1	30
4	2	15	1	0	30

Based on the table above, it is known that on average the respondents chose to agree and disagree with each statement. The results of the questionnaire which was distributed to 30 respondents related to the understanding and ability of the French language showed that the average value of the cognitive component was 9.2. so that it can be said that the respondents have sufficient cognitive components in the ability and understanding of the French language. where the mean value is 9.2 greater than the median (middle value) which is 8, but differs only 1.2 from the median value. This shows that the ability and understanding of French can be said to be high even though it is only 1.2 different from the median (mean value).

Based on these data, it can be concluded that almost all respondents still find it difficult to understand French grammar. this is because they do not only focus on French subjects so their understanding and knowledge of French are still lacking. Then, most of the respondents also had difficulty pronouncing French sentences. This

is clarified based on the results of interviews on the pronunciation of French sentences.

### Overall Language Attitude Score

To find out the overall value of language attitudes, the researchers conducted an analysis using PASW. The following is a table of calculation results using statistical tools (PASW).

**Table 4.** Statistical analysis of questionnaire data One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Language Attitude	30	63.00	7.93725	4.58258

From table 4 it can be seen that the minimum threshold value for positive and negative attitudes is 50. Based on the results obtained, the average value of the language attitudes of students in class XI IPA 1 and IPA 2 is 63.00. This shows that the results of the language attitude of the 30 respondents are positive.

## 2. Factors Affecting Language Attitudes in Students

The interview was used to find out what factors influenced the language attitudes of students at State senior high school 9 Bandar Lampung in classes XI IPA 1 and XI IPA 2 towards French. Jendra (2012) concludes that several factors can influence the attitude of language learners towards the language they are learning, including:

- a. Language pride
- b. Power and influence of the language
- c. Language learner's social background
- d. Experience in learning language
- e. Internal nature of the language.

### a. Language pride

Based on the results of interviews that have been conducted, all respondents admitted that they are proud to have had the opportunity to learn French at school compared to other friends. As is well known, French is a specialization subject, so only certain classes can learn it. In addition, there are only a few schools, especially in the province of Lampung, that teach French subjects. This triggers feelings of pride because only certain schools teach French subjects.

In addition to the pride, 26 respondents answered that they felt one step ahead compared to their friends who did not learn French. although they are not very mastered, but at least they have experience learning French. There were 4 respondents who answered that they did not feel one step ahead compared to their friends who did not study French because several other classes also studied other foreign languages, namely English and German, which according to him were both difficult to learn.

The respondents' pride was also influenced by their liking for the French language. some of the respondents claimed to like French on the grounds that French is an interesting foreign language to learn because of its sexy pronunciation, while

others answered that French is a unique language because of its very different writing and pronunciation.

The results of the interviews that have been conducted showed that all respondents answered that they were proud to have had the opportunity to learn French at school. Although currently their knowledge and ability of French are still quite low, their enthusiasm when learning French is quite high.

**b. Power and influence of the language**

French is considered important to learn because they think that French is a language that is widely used by many countries as the national language, so French will be very influential in various fields. However, there are 10 respondents who say that French is less influential than English.

There are 15 respondents who answered that the number of French language users in the world will influence them to continue learning French. The reason is that the more French users, the easier it will be to communicate with foreigners. This motivates them to continue learning French.

Although 25 respondents answered that the number of French users affected their enthusiasm in learning French. However, 5 other respondents answered that it would not affect them to continue learning French. The reason is that 16.6% of respondents learn French only because they fulfill their obligation to study the subject at school.

Having a friend who speaks French is also one of the strengths and influences of the French language. Of the 30 respondents interviewed, there is only 1 person who has a French-speaking friend in real life or on social media. While others do not have it.

Based on the results of interviews that have been conducted, it can be concluded that French has a great influence and power because it is the most widely used international language in the world after English. In addition, such great influence and power can influence students to continue learning French.

**c. Language learner social background**

Based on the results of the interviews, the 30 respondents answered that they had never visited a francophone country. Most of them reasoned that they had not been able to go to a francophone country (a French-speaking country). The reason the researchers ask this is because the experience of vacationing or visiting a francophone country is one indicator of a person's social status. Traveling abroad requires a lot of money. So, it can be assumed that someone who has traveled abroad has a high social status than people who have not traveled abroad.

In addition to traveling abroad, taking tutoring or learning French using paid applications are also indicators to find out a person's social status. Because by taking tutoring or using a paid application, you need to spend more money to get a more intense French learning.

Based on the data that has been obtained through interviews, only 1 out of 30 of the respondents took French tutoring. The reason is because the student likes French and says that taking French tutoring can support his ability and understanding of French during online learning. While the other 99% did not take French tutoring

for various reasons, the average reason was because they didn't have the money to pay for French tutoring.

So, the conclusion is that the social status factor of the learner in this case the French language learner has no effect on their attitude towards the French language. This is evidenced by the fact that only one out of 30 respondents took French tutoring/lessons. In addition, the 30 respondents did not have experience traveling abroad, especially to francophone countries (French speaking countries) and all of them also did not use paid media / French language learning resources.

#### **d. Experience in learning a language**

Based on the results of the interviews, the 30 respondents had experience learning another foreign language, namely English. This experience was obtained since elementary school. Twenty percent of the respondents had taken foreign language lessons other than French, they said that mastering a foreign language would make it easier to get local and foreign information. However, 80% of respondents admitted that they did not have enough time to attend foreign language tutoring. In addition, the absence of fees is also an obstacle for some students to take foreign language tutoring.

So, it can be concluded that the experience in learning a foreign language does not affect them in learning French. Because they had never had the experience of learning French before. The 30 respondents only learned French when they were in high school.

#### **d. The internal nature of the language**

The internal nature of French is the last factor that can influence students' attitudes towards French. The internal nature of language is closely related to linguistics, which includes the French grammatical system (syntax), the sound pronunciation system or French pronunciation (phonetics and phonology), and the meaning of French words and sentences (semantics).

Based on the results of the interviews, 90% of the respondents admitted that they still have a little difficulty understanding French grammar which includes the use of conjugations, tenses and adjustment of adjectives to the gender of nouns. This makes it very difficult for students to learn French.

Then, 98% of the respondents said that French pronunciation tends to be difficult to pronounce. This is because the writing and pronunciation are very different. However, not a few of the respondents are optimistic that if they continue to study French, the French pronunciation system is not a major problem. In addition to the different writing and pronunciation, in French there are also nasal vowels or nasal vowels which are quite difficult to distinguish. These difficulties are the reason why the value of ability and understanding achieved by respondents tends to be small.

### **Conclusion**

Based on the results of the analysis, students of class XI IPA 1 and IPA 2 have positive language attitudes towards French with an average index of language attitudes of 63.00. Respondents have a high value of the affective component and the value of the conative

component of French, but their cognitive component value tends to be low. This is due to the difficulty of understanding French grammar which includes the use of conjugations, tenses and adjustment of adjectives to the gender of nouns. Therefore, they think that French is difficult to master. Based on five factors that have been determined by Jendra (2012). It is known that the order of the most dominant factors influencing students' attitudes towards French, namely: (1) pride of French; (2) power and influence of the French language; (3) experience in learning French; (4) internal nature of the French language, and (5) social background of the language learner.

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## **Exploring Students' Learning Style and Proficiency at a University in Indonesia: A Quantitative Classroom Research**

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### **Abstract**

This study is designed to confirm whether there is a relationship between students' learning styles and their English Proficiency at one of private universities in Indonesia. Using quantitative classroom research, 40 students were involved to fill out a questionnaire to explore their learning styles. Then, the students were also required to follow an Institutional English Proficiency Test (EPT) to measure their English ability. The result of the questionnaire is analyzed and presented in terms of visual, auditory, and kinesthetic categories of learning style, while the mean score of students' English proficiency is presented in terms of low, medium, and high proficiency. The correlational analysis is then calculated to reveal to what extent learning style has a relation to English proficiency. This study bears a pedagogical implication for English teachers and practitioners while some limitations were also highlighted.

**Keywords:** Learning style, English proficiency, classroom research, university

### **Introduction**

English has been an important skill to master (Ayu & Indrawati, 2018) and it is a common international language taught in a university. For university students, English language skills are required as requirements to accomplish their studies, get a scholarship, grants, and better career opportunities. There is a consensus in which the success of students depends on their English mastery. English is taught as a compulsory subject at universities in Indonesia. Students are required to follow each class and are supposed to finish the subject with satisfactory grades. Otherwise, they are required to follow a remedial procedure or even, retake the class in the following year. English subject curricula in universities require students to master macro skills such as listening comprehension, structure, and written expression, and reading comprehension. They also need to master micro-skills such as grammar, vocabulary, pronunciation, and fluency. For students whose native language is not English, mastering those skills may give a great challenge.

The challenges faced by the students are related to their lack exposure of English. It was found that they sometimes are unable to grab ideas from oral communication which means they lack of listening ability. Students occasionally found difficult vocabulary to get the meaning of written information. The last but not least, it is apparent that producing oral and written communication may also be a great challenge for students. Some students are reluctant and feel shy due to their inability to express ideas during spoken communication. Besides, students also faced problems in some tasks that require their writing ability. Sentence structure and vocabulary have been the aspects in which the students need to improve. These challenges become the concern of the teachers and practitioners.

Among the internal aspects of students that the teachers need to be concerned about, learning styles and strategies caught some attention in recent years. Learning styles are

important in the learning process and the final results to be achieved, each student has a different learning style (Wahyudin & Rido, 2020). Some students quickly reach information through various means, or information obtained through reading, writing, listening, etc. This means that students get benefits from those specific learning styles. Another report points out that students are able to understand learning materials when studying in groups but other students prefer to study independently (Aminatun & Oktaviani, 2019). It can be said that students employ different learning styles to help them be successful in language learning. This statement is also supported by Rido and Sari (2018) in which students have a unique way of learning and processing information. Students prefer different ways of learning, one student repeats orally, another student writes and another student in groups or individually. Thus, a language teacher might consider learning styles and preferences of students while they are tailoring the teaching and learning process.

Learning style is the tendency of students to adjust certain strategies in their learning as a form of responsibility to get a learning approach that is in accordance with the demands of learning in the classroom or school (Fleming & Mills, 1992). As well as the demands of the subject, learning styles are general plans such as auditory or visual, global or analytical, feelings or thoughts that students use in acquiring language or in studying other problems (Duun & Griggs, 1993). Language learning style is a factor that plays an important role in determining how well a learner learns a language. These styles constitute a whole pattern that provides a general direction for studying behavior. In other words, some learners are visual and prefer to learn with graphics, other learners prefer to learn by spoken explanation, like to study in groups, while others prefer to study individually (Felder, 1996).

Learning style might be a combination of how a person absorbs and then organizes and processes information (Hasrul, 2009). Learning styles are not only aspects of processing information, seeing, hearing, writing and speaking but also aspects of sequential, analytic, left brain and right brain information processing. Another aspect is when responding to something in the learning environment (absorbed abstractly and concretely). Since learning style might affect the students' English proficiency (Yuyun, et. al, 2018), exploring the relationship between those aspects is worth investigating. The English language proficiency test is called EPT, the same as the TOEFL, TOEFL test is a test to measure English language skills (Philips, 2004) in this study. Students with different learning styles might reveal different levels of English language proficiency (Dunn & Griggs, 1990).

Numerous previous studies related to students' learning style and students' English proficiency have been reported in the last five years with various results (Rosed, Dahari, & Said, 2014; Supalak, 2016; Ariastuti, 2022; and Anggarista & Wahyudin, 2022). Gustanti (2021) investigated the correlation between cognitive reading strategies and students' English Proficiency. The result of this study indicated that there was positive correlation between cognitive reading strategies and English proficiency test scores. Students who used cognitive reading strategy while reading a text might constitute a slightly better English performance (Nurlaela et al, 2018).

On the other hand, Triyadi, Ash and Firdiansyah (2018) revealed that students with visual, auditory, and kinesthetic learning style possess different levels of English proficiency. Similarly, Fahriah (2021) pointed out that there was no significant difference in listening mastery among students whose learning styles are visual, auditory and kinesthetic. there is no significant difference of reading comprehension among students with different learning styles. In addition, Marzulina (2019) also found that the students' English proficiency was varied as they have different learning style preferences. Though it was revealed that there was no significant correlation between kinesthetic learning style and English proficiency of EFL students, there was a significant influence of visual learning style on English



proficiency with 18.5% contributions. These findings indicated that the students with different learning styles possess different English proficiency levels (Sahriyah, Mistar, & Rahmati, 2021).

### Theory and Method

The present study was conducted by following quantitative approach. To explore the students' learning style preferences, questionnaire is distributed to the 40 participants. The 15 items questionnaire adopted from Reid (1987) and modified by Rosedi, Dahari, and Said (2014) was deployed to measure the students' learning styles in terms of visual learning styles, kinesthetic learning styles, and auditory learning styles. During the process of research, 1 student was not able to attend the class, so there were only 39 students who participated in this study. Afterward, students were required to follow an English Proficiency Test which is an Institutional Test conducted to measure the students' mastery of English. The test consists of listening comprehension, structure and written expression, and reading comprehension. The test was conducted in a laboratory where they were not allowed to consult a dictionary and the test was fully supervised by the language lab assistant. The collected data from the questionnaire is analyzed categorically, and also quantitatively using computer software called SPSS version 18.0. The data from the English Proficiency Test was collected and analyzed using SPSS version 18.0 as well.

### Findings and Discussion

This study seeks to reveal the relationship between students' learning style preferences and students' English proficiency at the tertiary level. The data taken from a questionnaire consisting of 15 questions were distributed through a web-based form called Google Form and 39 students were able to complete the questionnaire. To ensure the reliability of the questionnaire data, Cronbach Alpha was calculated and the result shows that the value is 0.704. It is indicated that the questionnaire is considered highly reliable (See Table 1.1).

Table 1.1 The result of reliability analysis

Cronbach's Alpha	N of Items
.704	15

The analysis of respondents is also highlighted in this study. It can be seen from table 1.2 that the total of respondents is 39 consisting of 12 males (30,8%) and 27 females (69,2%). All respondents were English Education students in batch 2018 and they were willing to participate in this research.

Table 1.2 Characteristics of respondents based on gender

Gender	N	%
Male	12	30,8%
Female	27	69,2%
Total	39	100%

Table 1.2 shows that the participants were dominated by female students. It was reasonable since the teacher profession which is usually associated with females in Indonesia, the majority of English Education students were also female. The students were also asked

to follow an EPT that last for two hours. This paper-based test was conducted in a laboratory where the seating arrangement is designed to avoid academic plagiarism and fraud.

Table 1.3 The average of English proficiency level for different learning styles

Learning Style	Number of students	Questionnaire (mean)	EPT score (mean)
Kinesthetic	8	13,55	453.33
Visual	21	22,375	553.00
Auditory	10	17,88	427

Based on the results of the data analysis in table 1.3, it was revealed that there are 21 students who have a type of Visual learning style, then there are 10 students who have an auditory type of learning style and 8 students have a type of kinesthetic learning style. It is obvious that students with visual learning style outperformed all counterparts. The students with visual learning styles have an average score of 553 which indicates high intermediate level of proficiency. The students with kinesthetic learning style have an average score of 454 which is the low-intermediate level. At least the students with auditory learning style have the lowest average score which is 427. This study also portrays the learning style preferences of the students in each category.

Table 1.4 Students' learning style preferences in visual category

No.	Visual category	n	Statistics	
			Mean	SD
Q5	I am more comfortable learning through pictures and videos that do not include writing	39	3,8	0,91
Q6	During the reading test I could remember the graph of faces, names of characters, places clearly.	39	3,58	0,812
Q7	I can remember information about the picture story.	39	3,9	0,708
Q8	I would rather read than be read	39	3,58	0,708
Q9	It is difficult to study in a crowded, noisy atmosphere and lots of distractions.	39	4	0,877
Q10	I like to scribble on books, draw.	39	3,53	0,905
Mean			22,375	4,99

Table 1.4 is a report on the visual learning styles of English education students. Six statements were asked to the students completed by 39 students. the first question is, *I am more comfortable learning through pictures and videos that do not include writing*, with a mean score of 3.8 and a standard deviation of 0.91, the second question is, *During the reading test I could remember the graph of faces, names of characters, places clearly* with a mean score of 3.58 and a standard deviation of 0.812, the third question, namely, *I can remember information about the picture story* with a mean score of 3.9 and a standard deviation of 0.708, the fourth question, namely *I would rather read than be read* with a mean score of 3.58 and the standard deviation shows a score of 0.708, the 5th question is *It is difficult to study in a crowded, noisy atmosphere and lots of distractions* with a mean score of 4 and the number of standard deviations 0.877, the last question *I like to scribble on books, draw* with a mean score of 3.53 with a standard deviation value of 0.905. From these data, it can be seen that the students' learning style scores have 2 similar scores, which means that half of the English education students have the same opinion of learning styles, with a score of 3.58 in the Q6 and Q8 sections of English. Education students with visual learning style can remember someone's face, remember a place or someone's character, one opinion is the same according to English education students, namely, they prefer reading to reading,

another statement is the highest in English education students with visual learning styles feel disturbed by crowded conditions, and a lot of noise will disturb students with visual learning styles with a score of 4, students who can remember information through stories with a score of 3.9, while students who are more comfortable learning through video are 3.8 While students who prefer cross picture book is 3.53.

Table 1.5 Students' learning style preferences in kinesthetic category

No.	Kinesthetic category	n		
			Mean	SD
Q1	I prefer to tell stories, and explain something rather than taking notes on study material object when I will describe something.	39	3,5	1,102
Q2	When I was talking or explaining something, I would move my hand, tap the pen.	39	3,65	0,73
Q3	I am very ignorant in class when the learning time starts to get boring.	39	3,43	0,93
Q4	Easily restless and frustrated in listening to something while sitting for a long time, so it requires a little rest.	39	3,33	0,76
Mean			13,5	3,44

The table above shows a report on kinesthetic learning styles, this table presents 4 statements about the kinesthetic learning styles of English education students. The first question is *I prefer to tell stories, and explain something rather than taking notes on study material object when I will describe something*, with an mean score of 3.5 and a score of the standard deviation is 1.106, the second question, *When I was talking or explaining something, I would move my hand, tap the pen*, the mean score 3, 65 and a standard deviation score of 0.75, the third question, *I am very ignorant in class when the learning time starts to get boring* with a mean score 3.43 and a standard deviation score of 0.93, the last question is *Easily restless and frustrated in listening to something while sitting for a long time, so it requires a little rest*, with a mean value of 3.33 with a standard deviation of 0.76, from this data it can be seen that a the highest score is for respondent Q2. with a mean value of 3.65, an English education student when explaining something will make a tapping motion, tap the pen or move his finger, the second point is in question Q3, with a mean value of 3.43 which means more or less students with kinesthetic learning styles feel uncomfortable when listening to the teacher's explanations for a long time, it will make them bored, and only some students who have kinesthetic learning styles will prefer to explain a lesson in front of the class rather than record a subject matter.

Table 1.6 Students' learning style preferences in auditory category

No.	Auditory category	n		
			Mean	SD
Q11	when reading I make a sound or move my lips.	39	3,63	1,00
Q12	I will record the instruction of the study material	39	3,25	0,98
Q13	I am more comfortable learning discussions with friends so that it is easier to understand and remember the material	39	3,9	0,74
Q14	I have difficulty writing and prefer to speak it verbally	39	3,48	0,933
Q15	when studying or memorizing I often talk to myself	39	3,63	1,00
Mean			17,88	4,66

The last table points out the auditory student learning style, with 5 questions given. The first point shows students with the auditory learning style tend to do some habits such as moving their lips when reading, with a score of 3.63, the same point is shown by Q15 were students who often talk to themselves when learning. in Q12 students with auditory learning styles record the sound of the subject matter, some of the students around 3.9 percent of students with auditory learning styles like to study with friends, because thus auditory-style students better understand and understand subject matter They can ask for help and understand when they are with their friends, but the difficulties faced by students with auditory learning styles are difficulties in writing and speaking in public with a score of 3.48, in most cases students with auditory learning styles are more silent.

Table 1.7 The result of Correlational Analysis between EPT and learning style

Learning style	Learning style		EPT
	Pearson Correlation	1	.052
	Sig. (2-tailed)		.753
	N	39	39
EPT	EPT		Learning style
	Pearson Correlation	.052	1
	Sig. (2-tailed)	.753	
	N	39	39

Based on the data presented in Table 1.7 regarding the relationship between student learning styles and the EPT score results of English education students, it shows that there is a reciprocal relationship meaning that student learning styles affect the scores obtained by English education students. Students' learning styles Pearson Correlation 0.52 (slightly have positive correlation). The result indicates that there was a positive influence between visual, auditory, and kinesthetic learning styles on the EPT score of the students of English Education. Somehow it suggests that the more students optimize their learning styles, the higher their learning outcomes. Learning styles are an important part of learning, because learning styles are the key to developing performance at work, at school, and in interpersonal situations, the more familiar a person is with their learning styles, the better the results.

One of the characteristics of students that affect the results of the EPT score is their learning style. Learning style is an action that students feel attractive in carrying out learning activities, either alone or in a study group, with friends. There are three types of learning styles to assist in finding student learning modalities or types of student learning types, namely visual, auditory and kinesthetic learning styles.

First, the visual learning style is a learning style where students tend to learn through what they see. For students with a visual learning style, they rely on their sense of sight or eyes. from the existing data visual learning style has a score of 22.75 the Examples of learning styles in understanding subject matter, students need to look directly at the lecturer's body language, the expression of the lecturer in explaining. In the table above the students are classified as visual types. It is easier to remember which ones are seen than heard, prefer reading rather than being read, scribble on a book or draw something in a book. Students with this learning style can read quickly, thoroughly, and diligently, but students who have a visual learning style will have difficulty in crowded conditions.

Auditory is a learning style where students tend to learn through what they hear, students can listen to what lecturers or teachers say, examples of auditory learning styles understand subject matter through teacher explanations, students who are classified as auditory types more often do habits such as speaking to themselves at work, easily distracted by noise, moving their lips and pronouncing the text in the book when reading, in the table

students like to read aloud and listening, and can repeat and imitate the tone, bar, and color of sound, when studying students prefer student discussion activities can explain aloud, the weakness of the auditory learning style, namely students who have a visual learning style find it difficult to write, From the existing data, the auditory learning style has a score of 17.8 which indicates that only a few English education students choose the auditory learning style.

The last is kinesthetic learning styles. Kinesthetic learning style is a learning style where students tend to learn through motion and touch. Students who have a kinesthetic learning style will learn better when they are physically involved in direct activities. For example, in the English proficiency test (EPT), exam activities students will concentrate more when these activities take place directly, students with kinesthetic learning styles will learn very well if they are physically involved in learning. English education students will succeed in learning if they get the opportunity to manipulate the media to study new information. From the table above, the researcher explains that students who have kinetics learning styles have habits such as, standing close when talking to people, always physically oriented and moving a lot, learning through manipulation and practice, memorizing by walking and seeing, using fingers as pointers when reading. Many use body cues. The difficulty experienced by students who have a kinesthetic learning style is that it is difficult to sit still for hours because they have a desire to do activities. The number of students with their learning style compared to English education students with auditory learning styles, only a few students of English education feel comfortable when studying with a kinesthetic learning style related to the English proficiency test.

From all these data we can see that the learning styles of English education students are interrelated between visual, kinesthetic, and auditory, but from these data, it can be seen that students with visual styles have the highest score with a score of (22.37) dominating the students with auditory, and also kinesthetic. Visual learning styles means understanding what is seen, and what is conveyed by the teacher or lecturer, the data above shows that in English education classes most of the time carried out using visual aids. Thus, students of English education have a more dominant visual learning style. The learning style of English education students affects the achievements of the English Proficiency Test (EPT) as well as helping them in the learning process, as well as learning outcomes. This study somehow supports numerous previous studies (Faridah, 2014; Supalak, 2016; & Jaya 2019).

### **Conclusion**

This study highlights the preferences of students' learning style and their correlation with students' English proficiency. The results show that they are notable relationship between auditory, visual and kinesthetic learning styles of students with English language and their English proficiency. It was found that the students dominantly used visual learning styles which mean the student feel more comfortable when they are learning with what they see visually. It is likely that the students can accomplish the tests consisting of listening comprehension, structure and written expression and reading comprehension comfortably. Students with visual learning styles tend to make scribbles or take notes, lists and dots to be more concentrated and focused. However, they tend to have difficulty in understandings the test or information in crowded conditions. The result of this study might lend a hand English teachers and practitioners to adjust their classroom methods and practices with the preferences of student learning styles to be more successful in teaching and learning. This study has some limitations and room for further clarification. First, the present study only employed questionnaire as the instrument to explore students' learning styles. Second, the number of participants is relatively small so that the finding is not transferrable. Third, the

Proficiency test was conducted in the middle of their study. This condition may lack internal validity in which the students are not in the best condition to accomplish the EPT. Further study may employ classroom observation to explore thoroughly the students' learning styles. Then it is also suggested that a bigger sample size is required to make the finding of the research transferrable.

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## **Masculinity in The Character of Sally and Jo in the Film *Misbehaviour***

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### **Abstract**

This article discusses the masculinity of the female characters, Sally Alexander and Jo Robinson, in the film *Misbehaviour*. Thus, this article aims to analyze the masculinity within women by focusing on the characters' analysis of Sally Alexander and Jo Robinson. The article uses a descriptive qualitative method and takes the data from the film in the form of captured scenes and dialogues. The article uses the theory of character and characterization from Boggs and Petrie to find out the masculine characteristics of Sally and Jo and also the concept of masculinity by Peter Lehman to support the argument. Based on the findings, this research shows that Sally and Jo live in a patriarchal society and establish characteristics that can be considered masculine. Sally's ambitious, forward-thinking, well-organized, activeness, and negligence, and Jo's daring, indiscipline, nonchalance, aggressiveness, and independence, establish their masculinity in the form of courage, heroism, and leadership, appearance, and other behaviors, for instance, smoking. Moreover, their characteristics have both merits and shortcomings. Indeed, their experience, environment, and societal factors influence their masculine characteristics

**Keywords:** Female characters, masculine characteristics, masculinity.

### **Introduction**

In a patriarchal society, they view women as solely caring for children, bearing children, and being obedient while serving their husbands for many years. As a result, obtaining a higher education, better employment, a fair income, and so on, are tough for women. Furthermore, having certain attributes associated with women leads to expectations. Women are perceived as being incapable of performing particular tasks in the same way that men are. Irresolute, caring, passive, obedient, indecisive, weak, bashful, and a follower are some of the feminine attributes that women typically embody. Men, on the other hand, possess masculine attributes such as power, courage, sagacity, decision-making, confidence, outspokenness, persistence, self-reliance, assertiveness, and leadership.

In London in 1970 issues regarding inequality in education, job opportunities, unfair wages, sexual objectification, contraception, and unequal rights arise and become a problem at the time. Feminism in 1970 is the phase where the feminists increasingly demand equal rights for minority groups (Rampton, 2015). This is illustrated in the film *Misbehaviour* (2020). This drama-comedy film is based on a true event which happened in 1970 in London. Feminists in that era succeed in achieving fame overnight by taking protest and disrupting the event Miss World 1970. *Misbehaviour* provides us with an intersectional story that takes several events that intersect each other in a particular setting. Protesting against sexism, equal opportunities, rights, and sexual objectification of women in Miss World are the concerns of feminists in that era. As masculinity is not only for men, women can also be considered masculine. Such an issue can be seen in the film *Misbehaviour*. The two female



characters in the film, namely Sally Alexander and Jo Robinson, present unique characteristics that can be considered masculine.

Masculinity frequently refers to the embodiment of socialized expectations for those inhabiting men's bodies. However, masculine performances vary and are not limited to men's bodies only (Guckenheimer & Schmidt, 2013). Each individual can have both, with one being dominant. There are a few situations where an individual possesses both equally. Thus, masculinity is not just owned by men, but can also be owned by women. In contemporary culture, masculinity links to notions of power, legitimacy, and privilege (Mankowski & Smith, 2016). Moreover, masculine attributes are typically associated with power, courage, heroism, sagacity, and leadership. Thus, masculinity is a complicated concept that is always shifting since gender is significantly affected by time and society. Masculinity may be defined as ideals that shape a person's identity in society (Lehman, 2001).

Indeed, there are already many researchers who analyze the masculinity within women, such as Retno Sulistia who analyses the female masculinity within the character Fa Mulan and how it influences Fa Mulan in the way she sees the opposite gender in the Disney Movie Mulan (Sulistia, 2016), Siti Wulandari who finds out the masculinity of Alanna Trebond from Tamora Pierce's Alanna: The First Adventure (Song of the Lioness) and what causes Alanna to have such masculine characteristics (Wulandari, 2019), Haswari Zahra Demanty analyses the significance of female masculinity portrayed by eight female main characters in Ocean's 8 Movie (Demanty, 2019), Lestari et al. who analyses the masculine traits of the female character, Margo Roth Spiegelman, in Paper Towns novel (Lestari et al., 2018), and Siswantia Sar who explores the female masculinity in Indonesian folklore from Central Kalimantan, Nyai Undang Ratu Rupawan dari Pulau Kupang (Sar, 2020). However, the research on the film *Misbehaviour* has not yet been conducted. Although the focus of these previous researches is akin, that the masculinity of the female character, the theory and the corpus in each researcher use are different. Therefore, the film *Misbehaviour* is chosen to be analyzed with the same topic that is masculinity within female characters in the hope to find out and describe the masculine characteristics.

### **Theory and Method**

To describe the masculinity within Sally Alexander and Jo Robinson in the film *Misbehaviour*, this article uses a qualitative method with descriptive analysis. Qualitative research is a way to explore and understand the meaning of individuals or groups to social or human issues (Creswell, 2018). Thus, descriptive qualitative research is characterized by an inductive approach to building knowledge whose purpose is to acquire meaning. This approach serves to investigate and study phenomena that occur in society and uncover the meaning that is ascribed to people's lives. Using an inductive approach requires three steps starting from specific observations to general conclusions, that are observation; identification of patterns from observation and drawing conclusions in general based on these patterns (Hsieh & Shannon, 2005). Also, this article does observation as one of the qualitative data collection techniques in qualitative research that used by researchers in gathering the descriptive data (Bhat, n.d.). Therefore, several stages are implemented, starting with the observation concerning the issue in the film; second, retrieving the corpus and secondary sources; third, watching thoroughly the corpus and reading the secondary sources to understand the issue; and last, analyzing the data using the theory and concept. Moreover, in analyzing this article, the researcher uses the concept of masculinity from Peter Lehman to find out their masculine characteristics. Thus, the masculinity of Sally and Jo can be seen in the form of courage, heroism, leadership, and other behaviors.

## Findings and Discussion

Masculinity refers to attributes, behaviors, and roles that are associated with men, and this gender characteristic is constructed and accepted by society (Merdeka & Kumoro, 2018). This is in line with the statement that masculinity is not necessarily attributed only to men (Sulistia, 2016). The idea of masculinity and femininity appears a long time ago. The idea of traditional masculinity emerges in 1900's, particularly in the 1960's and 1970's. At first, it talks about only men. As time goes by, masculinity is not only for men, but women can also have masculinity because this gender construction is always changing with time and culture. Therefore, masculinity may appear in various forms. It can be in a form of physical or non-physical. For physical, the appearance can be seen clearly whilst for non-physical, it includes numerous common characteristics. As Lehman argues, some values consistently appear, which later became essential characteristics in the conventional definition of masculinity. Furthermore, the notion of gender itself is always changing over time (Lehman, 2001). Thus, either a woman or a man can embody both gender construction depending on which one is more dominant. Essential masculine characteristics by Peter Lehman are power, courage, heroism, and leadership. Sally and Jo in the film *Misbehaviour* own these masculine characteristics, except for power. Their appearance may not look like very manly men, but they have various characteristics that can be considered masculine because masculinity is not only about the appearance that has to imitate men. The portrayal of Sally and Jo's masculine characteristics is described below explanations.

### a. Courage

Sally and Jo are two distinguished characters. Their characteristics are clashed but complement each other. Sally Alexander is a single working mother who pursuing her study further despite her not-young-age. She has one daughter and lives under the same roof with her daughter and her boyfriend. Sally shares the responsibility of taking care of her child with her boyfriend and her mother. Meanwhile, Jo Robinson is a single woman who lives together with other commune girls under the same roof. She does not have family or a partner. The commune girls are the ones she has been closed with. In performing their daily lives, both Sally and Jo are courageous. Both of them are feminist activists who in carrying out their actions, dare to speak up and act.

The story sets in London in 1970 when second-wave feminism and Miss World 1970 happened. The issues of inequality between men and women and also sexual objectification have become a concern for Sally, Jo, and other feminist activists at the time. Both Sally and Jo have their way of protesting the issue. Before Sally met Jo, Sally's style of protesting is more organized and composed. Since she is a well-organized woman, she participates in activities such as women's gatherings, volunteering, and any other social activities. Thus, she is more eloquent in public speaking than Jo. Then, she met Jo. Jo does more daring and risky actions. Nevertheless, they both are courageous.

Courageous is one of the essential characteristics a masculine must have. Having courage means dealing with fear, danger, or any other uncomfortable situation (Lehman, 2001). There are some scenes showing Sally and Jo's courage. One of the scenes is where Sally has to come as a guest speaker for BBC television. The decision of Sally's participant is the solely a one-sided decision by Jo. Although Sally seems reluctant, she still does it. At that time, the other speaker asks Sally about what her girls trying to convey by their previous actions. Sally then explains their aim,

*"Women are not an object. We are not ornaments. We not here for the pleasure of others. We are not attacking Marjorie or any other contestants. We are protesting to this competition because it symbolizes exploitation. Then why should Marjorie had to earn*

*her place in the world by looking like particular way? Why should I? Why should any women? You do not. He does not. Why should we? The only forum in which women participants are weighed, measured, and publicly examined before being assign of their value is a cattle market."*

("Misbehaviour" 00:17:50)

From the quotation above, it shows that Sally has a courage to speak up about women which neglected and being looked down. At the time, women are considered as inferior. Their voice does not be heard since they are seen as subordinate and insignificant. Their choice of choosing occupation is limited, and there is unfair wage given between men and women. The event of Miss World is seen as sexual objectification on women. Sally and Jo do not agree with this. For them, beauty cannot be merely judged by their outer appearance. Sally and Jo see it as exploitation on women because they must walk in front of many audiences elegantly with bright smile, their body size is measured, and their face is judged in front of many people and broadcasted on television. They make it a public consumption under the name of family entertainment, and let children watch it. It creates beauty standard and stereotyping. Strangely, as it exploits women in sexual way, it has big audience around the world. It is no wonder because in 1970, the patriarchy is still solid. There has to be a revolution in accordance with Sally and Jo. This is the fundamental that makes Sally and Jo chose Miss World event to carry out their protest because they want people in the world know about what is happening.

Before Sally speaks up in front of BBC media about their concern. Sally's courage can be seen from the moment she enters the studio. During the time where women do not much participate in public affairs or even rarely appear on television for talking such heavy topics, it is unusual and quite uncomfortable to appear in public as appearing on television where at the time television is more supportive towards men establishment. Sally's decision to enter the studio and to willingly speak up is the example of the courage of hers that gives her mental strengths to enter the battlefield that is the studio which dominated by men at the time.

Indeed, Sally's courage can be seen by her choice to pursuit her study further in a university that is reputable for men establishment at the time. Since she likes to read about women labors and she has background as labor union that is as equity member, she takes history as her major in hoping to give contribution in future about the revolution that always failed in UK. Joining in a university where is dominated by men does not intimidate her. In this sense, she can overcome the difficulties because she has courage.

This is in line with Lehman that courageous people are those who can conceal their fear until they can control and overcome it, rather than the other way around. However, it does not mean they will not have fear anymore (Lehman, 2001). Sally shows that she can overcome the difficulties she faces. Once, she is in dilemma deciding whether she keeps doing as planned. She indeed takes time thinking on her mind considering which one is the right decision. Eventually, she chooses to do as they have planned. Moreover, Jo's courage can be shown by the way she carries her action. The moment Jo hears that their plan to infiltrate the contest almost failed because another group planted a bomb a night before the contest.

Sally : *"Jo, they increase security. Somebody planted..."*

Jo : *"A bomb, yeah. We heard. It was The Angry Brigade. That is not going to change anything for us, is it? We are not going to let their action crush ours."*

("Misbehaviour" 01:03:58)

From the conversation above, it can be seen that Jo Robinson is determined to carry out their plan even though it has a big risk for her and others. In order to fight for equality, she risks her life to participate in the plan where it might cause loss to her in the future. The courage she has made her brave to take the risk and step up the game.

Jo Robinson, indeed, has daring and aggressive characteristics. These characteristics support her to have courage. To perform the action of protesting, she needs her daring and aggressive characteristics to obtain the courage. If Jo is meek and coward, she may not be a feminist activist that protests in radical way. She may not do vandalizing. Vandalizing is one of the ways she protests for the unfair system in her society. Before she meets Sally, Jo and the girls never get involved in media. Then she meets Sally. The idea to attract media comes up after Jo meets Sally. They think, through media their message can reach wider audience. People around the world might notice as the event Miss World is very famous entertainment at the time.

#### b. Heroism

From the beginning, the character of Sally and Jo develop heroism. Their initial intention to fight for equality and women lead them to do heroic action. According to Lehman, to do heroic action, one must not expect something in return and at least possess courage, empathy, care, and compassion for others. Being a hero means to sacrifice yourself in order to help others (Lehman, 2001). Heroism as one of the masculine characteristics is necessity for a masculine, because a masculine must at least active, daring, and empathy towards others. Sally is active, well-organized, and has empathy and compassion. Meanwhile, Jo is daring and has also empathy and compassion. Thus, they can be considered as masculine.

Sally and Jo Robinson know that the social system is bad, the marginalized people cannot freely express their idea and cannot have their rights equally. Sally and Jo live in a society dominated by men. Thus, a patriarchy is very solid. Sally and Jo also experience injustice through their lives. Thus, they can empathize and care for other people whose condition is same or even worse than them. They also are courageous to perform their heroic action by taking a risk to expose themselves later in front of media in the Miss World contest. Although they know that the consequence they have is they must go to trial or even can affect their future, it does not stop them to spread awareness to the world about the injustice and to put women liberation on the map.

The heroic action of Sally can also be found where Sally and Jo are talking after run away from the police officers.

Sally : *"I am busy on Wednesdays."*  
Jo : *"You do homework?"*  
Sally : *"Leafleting"*  
Jo : *"Leafleting?"*  
Sally : *"We helping cleaners union. You should come along."*  
(*"Misbehaviour"* 00:17:50)

After Sally saves Jo from the police chase, they hide in an alley and have little chat. Seeing Sally is also interested in injustice for women, Jo asks Sally to come join her group on Wednesday. Nevertheless, Sally refuses she cannot come every Wednesdays because she has a plan. From evidence above, it shows that Sally does little heroic action by helping cleaners union. She indeed does some social activities to help people, especially when she is interested in women labors. Sally's well-organized and activeness make Sally has heroism within herself. By participating in helping cleaner's union, she gives hands to needed people, and because Sally is well-organized person, she does things organized. Leafleting and

helping leaner's union are considered organized for Jo Robinson. Contrary to Sally, Jo does not do organized things like that. Jo is inclined to do daring, undisciplined, and aggressive action. She has her own group and protest in radical way.

However, both Sally and Jo succeed to infiltrate the contest and expose their intention to the media. The media later airs the event globally. It makes many more people who go through the same struggle know and come to support them. Women's groups, and other minority groups come to in front of Bow Street Magistrates' Court and cheer them up by shouting "Justice for women!". Later on, they get to go to trial and get punishment. That does not make them regret what they did. The look on their face is happy and relieved because even though they get punishment, more people get to know and participate in fighting for equality and justice in future. After their trial is finished, the other justice partisans welcome Sally and Jo like some heroes because their courage to do such heroic action representing minority groups to fight for inequality and injustice and to bring down the patriarchy.

#### c. Leadership

Masculinity and leadership are inextricably linked. Leadership is the process of influencing another individual or group of people. It seeks to accomplish the same goal between the leader and his followers. Not everyone can be a leader because it is the ability to lead other people, to influence, to gain trust and to be respected by other people (Lehman, 2001). Furthermore, Burke and Collins add that leadership is a component of a masculine character that denotes responsibility, capacity to lead, and independence (Wulandari, 2019). Jo Robinson proves her leadership by forming a group and becomes the leader. The group stays in Grosvenor avenue. In the stay, there are more than ten people, and Jo is the leader.

*Jo : "I formed a group. Every Wednesday, 29 Grosvenor avenue, Islington. At 6 o'clock. You should come."*  
("Misbehaviour" 00:17:50)

Jo Robinson forms a group, she has people under her influence, she leads them and she is trusted by her people. Jo and her group also have the same goal that is to put women liberation on the map and to end every forms of injustice. Her people listen and follow her. The group admire Jo Robinson as the leader. It can be seen from Sarah's statement, one of her people, when telling Sally that Jo paints scenery and she is very creative.

*Sarah : "Jo paints scenery. She went to art college. She very creative."*  
("Misbehaviour" 00:23:27)

Sarah admires Jo Robinson as a creative leader and a friend. They get along very well and caught to be together in most scenes. Jo's creativity helps the group in designing and painting their leaflet in order to be spread out. Also, Jo's leadership is not demanding and strict. She is the type of leader that is chill, flexible, friendly, and welcome of any opinions.

*Jo : "I am just saying you can talk as you like. Unless we got to take action, nothing is going to change."*  
("Misbehaviour" 00:21:45)

When Sally first joined Jo's group gathering, Sally feels awkward. Then, Jo introduces her to the group, and then people welcome Sally. Jo then says Sally can give opinions as much as she likes. Jo encourages her people to speak up and to convey their idea. In doing the actions, Jo Robinson actively involves her people. She does not order her people around too. She actively participates in every plan. Instead of seeing her people as followers, she

considers them as friends equally. They discuss, they laugh, and they do their action together. This is the reason her people like her.

Meanwhile, Sally does not form any group. She later joins with Jo and became friends. However, Sally is responsible and sensible. She can make her own decision. As Lehman proposes that has leadership also means to influence, to gain trust and to be respected by other people (Lehman, 2001). Sally Alexander succeed influence and gain trust the people in the group. She influences the group to be involved with media even though the group does not like it before. Because of Sally's influence and participant, they can infiltrate the theater successfully and demonstrate there. Also, being a masculine means to not depend on others, to take care of yourself, and can make decision by yourself.

Other masculine characteristics of Sally and Jo are from their behavior and appearance. In the film, Sally does not cook. The one serves the food daily is her boyfriend. As cooking is related to femininity, Sally does not show her femininity in her domestic affair. She prefers to be active, participate in public affair, working which these activities are considered what a masculine does. Masculine attributes commonly associate with active, hard-working, ambitious, and does not participate much in domestic affair. For her appearance, Sally dresses like middle-class woman. She sometimes wears skirt, but mostly pants and coats. Contrary to Sally, her mother is a true feminine figure. Her mother does not like the idea to oppose men establishment. She accepts everything as it is. However, Sally thinks different way. In order to bring patriarchy and injustice down, she believes she has to participate on the table by being active, smart, and courage. Sally's experience and environment unconsciously helps build Sally's masculinity. She may not look like a man in terms of appearance, but she has the characteristics that a masculine must have from her activeness, ambitious, forward-thinking, courage, and the way of thinking.

Meanwhile, Jo Robinson's appearance does not follow the mores of society, her appearance inclines to be a hippie. Hippie appears for the first time in 1960's and 1970's. Hippie is a countercultural movement that defied mainstream values ("*Hippie*", 2021). They dress quite eccentric and practice communal living way. Jo Robinson never wears a skirt or feminine dress in her daily lives. She always wears pants, shoes or boots, and loose clothes.



**Figure 1.** Jo Robinson's fashion style.  
("*Misbehaviour*" 01:53:37)

Jo Robinson's style and her group are similar. In a scene where they get ready to go to the theater, Sally suggests them to dress like the guests in the event Miss World in order to blend with them. Once they try the dress Sally suggested as 'lady-like', Jo and the girls show unhappy and uncomfortable reaction. One of them says "*I look exactly like my mother.*", another one says, "*I look like my mother sofa.*", and Jo says "*I look like a kind of woman that I never want to be.*" ("*Misbehaviour*" 01:52:51-01:52:60). Therefore, Jo Robinson's appearance indicates that she likes to dress not like 'lady-like'. She prefers loose clothes, pants and boots. At the time, it is quite rare to see women in pants. Women in 1970's mostly wear skirt, lady-like dress, high heels, and tight clothes. Women who smoke are also

considered unusual because smoking tends to symbolize men. Thus, in terms of appearance and behavior of smoking, Jo Robinson is also can be considered to have masculinity.

To conclude, Sally Alexander and Jo Robinson have masculinity in the form of courage, heroism, and leadership, appearance, and other behaviors. The previous characteristics of Sally Alexander and Jo Robinson help in building the masculinity they have. Unfortunately, they do not yet have power considering them living in a society with men establishment. This is why they fight for it in hoping to be treated equal and receive fair treatment. However, their masculine characteristics are adequate to consider Sally and Jo as masculine. From their characteristics, appearance, and behaviors, show that Sally Alexander and Jo Robinson are masculine and embody masculinity. The essential characteristics of courage, heroism, and leadership are notion of masculinity from Peter Lehman. As he argues that some values consistently appear, which later became the essential characteristics in the conventional definition of masculinity (Lehman, 2001). This is in line with the statement that being a masculine is not always related to physical appearance or physical activity (Merdeka, 2013). Thus, although Sally and Jo still show characteristics associated to women, their masculine characteristics are more dominant than their femininity.

### Conclusion

*Misbehaviour* is a film with drama-comedy genre. It is directed by Philippa Lowthorpe and released in 2020 by Motion Pictures UK. *Misbehaviour* is based on true event at the time where second-wave feminism happened in the world, particularly in UK. The story takes setting in London in 1970. It tells about the struggle of women as marginalized group. Sally Alexander and Jo Robinson as two feminist activists fight for inequality and injustice they felt in their social system. The issues Sally and Jo fight are about inequality, injustice, sexual objectification, discrimination, and demand to put the women liberation on the map.

During 1970 in London, issues regarding unequal pay, unequal work, discrimination, sexual objectification, unequal rights are arise. Thus, second-wave feminism comes around and the activists demand the equality. Some groups try to against mainstream society in the name of protesting the bad system in society, and some fight for it by demonstrating. The patriarchy during this time is still very solid, for instance in an academic institution. Also, women are considered as object and inferior to men.

The characters of Sally and Jo come from different background and have different characteristic. Both of their characteristics are affected by their past experience and social environment. Moreover, their masculinity can be found in the form of traditional masculine characteristics, that is in the form of courage, heroism, and leadership. Unfortunately, they do not embody power because during this time, both Sally and Jo still fight for injustice the women received. In order to gain power, they must bring down discrimination in patriarchy. Thus, Sally and Jo do not embody all four of the masculine characteristics. However, it still can be said that Sally and Jo have masculinity within themselves. Since being masculine is not always dress up like a man or imitate their outer appearance, Sally and Jo as women embody masculinity in the form of traditional masculine characteristics. Their characteristics support the masculinity they have.

Sally's activeness, outspokenness, ambitious, and Jo's daring, aggressiveness, make them have courage to perform their lives in a patriarchal society. The heroism characteristic is supported by their courage, well-organized, daring, and aggressive characteristics. Then, the leadership is supported by their independency, daring, activeness, and forward-thinking characteristics. Jo as a leader considers her people as friends. Thus, her people feel welcomed and equal. Meanwhile, although Sally is not a leader, she is responsible, sensible, and

decisive. Other characteristics like smoking and their preference to dress up in loose clothes, pants, shoes are also considered as masculine. Thus, they can be considered as to have masculinity. Both Sally and Jo have their merits and shortcomings of their characteristics. Their merits and shortcomings what make them unique and contrast. Nevertheless, they have masculinity and they complete each other as friends.

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## **An Analysis of Slang Words in Song Lyrics Used by Ariana Grande**

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### **Abstract**

The study was concerned with the slang word in song lyrics. The aims of the study are focused on analyzing the types of slang proposed by the theory of Chapman (2007) and the effect of slang words by the theory by Eble (1996). The method of the research used descriptive qualitative method. The data got from song lyrics by Ariana Grande, the song titles were 34 + 35, Positions, Thank U, Next, and Side to Side. Data were obtained from the data collection through listening to the songs, reading the song, printing the song, underlining words containing the type and effect of slang words, and noting the data. The researcher found 21 (78%) data types of primary slang and 6 (22%) data types of secondary slang. The effects of slang words there are 21 (78%) slang words identified as expressing informality and 6 (12%) slang words identified as identifying group members and no slang found to apposed establishing authority.

**Keywords:** Slang word, type of slang, song

### **Introduction**

Communication is used to tell a person or group of people about information, commands, problems, and other things expressed in a person's thoughts and feelings. According to Forsdale (1981) Communication is the process by which a system is established, maintained, and altered through shared signals that operate according to the rules. The purpose of the theory is communication is a type of process in forming, maintaining, and changing something to ensure that the signal sent conforms to the rules. There are two types of communication, namely internal and external. Internal communication is a type of communication that occurs within the scope of the organization and company. External communication means communication that exists between organizations and communities in various forms. According to Giffin & Patten (1976) communication is the process of creating meaning as well as describing it. It is an exchange of ideas and interactions among group members. When it comes to communication, language choices are also influential. It could be used the formal and informal language.

In essence, language is speech, not writing, which combines sound and meaning. There is no language between symbols, sounds, and meanings. According to Wardhaugh (1972), language is a system of arbitrary vocal symbols used for human communication. Because of its arbitrary nature, each group can make its own words or symbols according to their agreement. That is also why every community group, ethnic group or nation has its language so that life is so beautiful. Language can be utilized in both spoken and written form depending on the situation. Someone uses professional and literal wording in a formal context, while someone uses slang as one of informal languages in an informal context.

According to Claire (1990), slang is a term used by people in a social situation where they feel comfortable with their friends. Slang is usually used in a non-formal situation. It can make a conversation become more intimate. Slang term is used in almost all oral languages and is usually used to express people's feelings and creativities. Slang is not only popular in informal daily conversations, but also in a song. Many musicians write using slang words.

A similar study in form of an article was found in an analysis entitled *An Analysis of Slang Language in Song Lyrics Used by "Avril Lavigne"*. The study was done by Saputri W. (2021). The objective of this study is to find out the type and meaning of the slang language in song lyrics used by Avril Lavigne. The data is classified based on word formation processes according to Yule's theory (2010) through qualitative method. There are twelve types of word formation found in this study, there are compounding coinage, blending, clipping, back formation, borrowing, multiple process, acronyms, affixes (prefix, infix, suffix). There are four types of slang language that were identified based on the findings used in Avril Lavigne song lyrics found ten Blending, four Clipping, two Compounding, and one Back Formation. Blending is the most common process that was found in this study.

The second study was taken from an article proposed by Dewi K. and Widiastuti A. (2020). *An Analysis of Slang Words in Song Lyrics Used in the Songs "That's What I Like", "Smoke on the Water", and "Ch-Check It Out"*. The data from this survey was collected from lyrics in three genres: pop, rock and rap. We used documentation techniques to collect the data and qualitative techniques to analyze the data. This study used the theory of the types of slang by Patridge (2004) and the meaning of the slang word used the theory proposed by Geoffrey Leech (1974). The writer found six types of slang words such as four slang words in publicity, four slang words in public School and University, twenty one slang words in society, three slang words in theatre, one soldier's slang, and one public house slang. Then, there are six meanings of slang word are found by the writer such as six in conceptual meaning, five in stylistic meaning, seven in collocative meaning, six and reflected meaning, three in connotative meaning, and four in affective meaning. This study reveals that social slang and colloquial meanings are most commonly found and used in song lyrics.

Another study was written by Puspitorini F. and Narawaty D. (2019) entitled *An Analysis of Slang Word in Song Lyrics Used by "Bruno Mars"*. The purpose of this study is to find out the type and dominant type of slang word in the song lyrics used. The data of this study used five song lyrics by Bruno Mars. Descriptive qualitative method is used to analyze the data of this study by the theory of word formation proposed by George Yule (1986). The writer found five processes of slang-word formation found in the lyrics. The processes of slang word formation that are used in the lyrics are clipping (140%), blending (140%), coinage (140%), borrowing (20%), and acronym (0%).

Therefore, this study is focused on analyzing the type and effect of slang words in song lyrics used by Ariana Grande. There are several compelling reasons for selecting Ariana Grande's songs. For starters, no study has previously examined Ariana Grande's song lyrics; the previous studies ostensibly examined the type of slang word found in the song lyrics, whereas this study examines the type and effect of the slang word in the song lyrics. Furthermore, Ariana Grande's songs are well-known in a number of nations, including Indonesia. Because teenagers frequently use the song's terminology, the lyrics include a lot of slang phrases.

## **Theory and Method**

### **Slang Word**

According to Clair (1990) slang is a term that is used by people in social situations where they feel comfortable with their friends. Slang is usually used in non-formal situation. Slang word is used in almost all oral languages and usually expresses people's creativity. Slang often suggests that the person using the word or phrase is familiar with the group of listeners' subgroups. This can be seen as a differentiator for group identity. According to Chapman (2007), there are two types of slang. There are:

#### **1. Primary Slang**

According to Chapman (2007) primary slang is the pristine speech of subculture members; it is so natural to its speakers that it seems they might be mute without it. Of course, they would not be, slang is an alternative idiom, which can be an option. Examples of mainstream slang are usually used by young speakers and urban street gangs. What can be detected in contrast is primary slang, and spoken language is often rich, complex, powerful, and uses effectively. For example the word 'gimme' from word 'give me', 'tryna' from word 'trying to', 'put yo' from word 'put your'. Examples of these words are in the primary slang. This type of slang is used to describe what people use in their daily activities and conversations. Or used by rap and hip singers to shorten or change words with different pronunciations. It has nothing to do with a person's personality or a secret.

#### **2. Secondary Slang**

According to Chapman (2007) secondary slang is chosen not so much to fix one group but to express one's attitudes toward; agreement and disagreement, and to express someone's contempt, superiority, cleverness by borrowing someone's verbal dress. This slang word is used to express something the secret to the people who understand the meaning of the words. 'mini-me' (someone who looks exactly like you except that they are younger or smaller than you are). Eventually, the users of slang can spread through certain groups of people in society not only the people of the underworld.

### **Effect of Slang**

Researchers have emphasized different effects, However, the three general effects of slang have been repeatedly emphasized. Slang shifts the level of discourse to express informality, slang identifies members of a group, and slang opposes established authority. These effects are described below:

#### **1. Express Informality**

Slang changes the level of discourse towards informality. It differs from broad vocabulary in that it indicates little about the speaker or his or her attitude toward the subject or audience. it contrasts stylistically with a general vocabulary that reveals little about the speakers or the speaker's attitudes toward the subject matter or audience. A slang phrase replaces the neutral term in the second variant, resulting in a less formal sentence. For example: 'Wanna'. Actually, this word comes from the word 'want to' and is usually used in informal situations and everyone knows what this word means (Eble 1996).

#### **2. Group Identification**

Slang identifies members of the group. The speakers use slang for creativity with clear intentions but can only be accepted or understood by certain groups. Slang serves to demarcate smaller groups or subcultures within the college student community. Slang not

only provides labels to set subgroups apart from the dominant student culture but also functions within such subgroups to validate and enhance internal solidarity. For example, "honey pie" means 'something sweet'. but can be categorized as a call for people who have closeness and to show affection for example to girlfriends, parents, and friends. This word cannot be used immediately after meeting someone. This term is only understood by certain gangs and communities.

### 3. Opposition To Authority

Slang opposes the established authority. It is most commonly cultivated among people in society who have little political influence, such as adolescents, college students, and military enlisted members, or who have reason to hide what they know or do from people in authority, like gamblers, drug addicts, and prisoners.

Usually, the irreverence of collage slang is targeted at social mores; the opposition to authority consists of breaches of good taste, which are often sexual. For example, the following terms are 'vandal, fraud, rapist'.

### Method

The data source of this research was taken from several songs by Ariana Grande. This study used four songs, the song titles were 34 + 35, Positions, Thank U, Next, and Side to Side. 34+35 is the second track on Ariana Grande's sixth studio album, Positions (2020). Republic Records released Positions on October 23, 2020 as the lead single for Grande's sixth studio album of the same name. Thank U, Next was released on November 3, 2018. This song serves as the lead single from her fifth studio album of the same name (2019). Side to Side is a song from Grande's third studio album "Dangerous Woman" (2016).

The data was collected by observation method. There were four steps in collecting the data. First, listened to the songs using the Spotify application. Second, read from the website aims to catch the lyrics of every song by Ariana Grade. Third, underlined the word in song lyrics which slang type and effect were found based on the theory. Fourth, take a note of the data found by entering it into the table. The data in this research was analyzed using descriptive qualitative method. The data were analyzed in the following steps such as identified the type of slang word followed by analyzing the effect of each slang word found.

### Findings and Discussion

This research showed the data found in song lyrics by Ariana Grande can be divided into two slang types, which are primary slang and secondary slang. As for the effect of slang words. The data is tabulated as follows:

Table 1: Types of Slang Word in Song Lyric by Ariana Grande

No	Types of Slang	Total Data	Percentage
1	Primary	21	78 %
2	Secondary	6	22 %
<b>Total</b>		27	100 %

From the table of data above, the type of data could be classified into primary and secondary slang. Primary slang was the type that most commonly appeared, 21 slang words (78%) and secondary slang are found 6 slang words (22%). Primary slang is dominantly more than secondary slang because this data using slang that alwis ays used by people in their daily conversation to make it easier to be understood by the listener.

Table 2: The Effect of Slang Word in Song Lyric by Ariana Grande

No	Effect of Slang	Total Data	Percentage
1	Express Informality	21	78 %
2	Identify Group Member	6	22 %
<b>Total</b>		27	100 %

From the table of data above, it could be concluded that were only two effects of slang, found namely expressing informality and identifying group members. Express informality is the effect that has been most found with 21 slang words (78%) and then identify group member 6 data (22%) there is no slang word with oppose established authority effect. The slang was mostly to express informality because Ariana Grande made song lyrics to easily understand the listeners. Express informality occurred dominantly because slang word that is used in this data actually want to show intimately because informality creates more intimate relation and closer to each other.

From those two tables above, the result of primary slang words and the effect of slang words are found in all song lyrics by Ariana Grande, entitled 34+35, Positions, Thank U, Next, and Side to Side. Meanwhile, the result of secondary slang words and the effect of slang words are only found in the song lyrics by Ariana Grande, entitled 34+35 and Side to Side.

According to Chapman (2007) primary slang is the pristine speech of subculture members; it is so natural to its speakers that it seems they might be mute without it. Secondary slang is used to express something secret to the people who understand the meaning of the words. The explanation of primary and secondary slang as do the effect are presented below.

#### Data 1

*You Might think I'm crazy*

*The way I've been cravin' (In song 34+35, line 2)*

*Cravin'* on this lyric means conveying a desire for something. The speaker of the word *cravin'* is a girl. In this lyric, a girl is obsessed with a boy and makes the boy think the woman is crazy. And according to Slang Dictionary, *cravin'* means great or eager desire. The meaning of this lyric is someone who is very obsessed with the person she loves and always craves for it. Therefore, this data could be identified as primary slang.

This data also could be categorized as an express informality because this shortening from original word craving, it does not relate to any identification of a specific street gang member only, instead, it is a stylistic choice of a person in speaking in an informal situation and this slang could be understood and used by most people in society.

#### Data 2

*If put it quite plainly*

*Just gimme them babies (In song 34+35, line 4)*

*Gimme* means "give me" but nowadays shorten become *gimme*. The speaker of the word *gimme* is a girl. In this lyric, a girl wants to clearly tell her boyfriend when she is heterosexual and that she might want her partner to come (ejaculate or finish) inside of her. And according to Slang Dictionary, *gimme* means "give me". The meaning of this lyric is having sex with a desire to creampie her.

This word could be identified as primary slang and can be identified as an express informality because this word is very often used to communicate or interact with many people, which the meaning of the word everybody already knows. This word is not only used in oral but also in writing, such as text or chat or messages or write captions in social media.

### Data 3

*So what you doin' tonight ?  
Better say, "Doin' you right" yeah (In song 34+35, line 5)*

*Doin'* means "*doing*". The speaker of the word *Doin'* is a girl. In this lyric, a girl asks her boyfriend what are you going to do tonight? And this girl said that it was better to do the sure thing. And according to Slang Dictionary, *Doin'* is shortening from originally word *Doing*. The meaning of this lyric is to do something useful in a negative.

It can be identified as primary slang and can be identified as an express informality because this word is often used when you are working on something. Which is the meaning of the word everybody already knows.

### Data 4

*I don't wanna keep you up (You up)  
But show me, can you keep it up? (It up) (In song 34+35, line 8)*

*Wanna* can be identified as primary slang and can be defined as express informality because this word is usually used in writing form or speaking directly to show the informal pronunciation of "*want to*". The speaker of the word *Wanna* is a girl. In this lyric, talking about an erect penis. Sexual intercourse will occur if the penis of the man is hard or up. And this girl asks if her boyfriend's penis will stay hard for a long time. And according to Slang Dictionary, *Wanna* is short to *want to*. *Wanna* is frequently used in daily conversation in informal situations, especially American English and this word is also widely used in social media in an informal format.

### Data 5

*I've been drinking coffee  
And I've been eating healthy  
Know I keep it squeaky, yeah (In song 34+35, line 14)*

The literal meaning of the word *squeak* is to make a high-pitched sound. In Song 34 + 35, the meaning of this word is an expression of excitement and enthusiasm that cannot be contained. The speaker of the word *squeak* is a girl. This text means that the girl drank coffee and ate healthily. This helps sexual intercourse without feeling tired.

This word can be categorized as primary slang and express informality because this word is commonly used by English people when they interact with other people in informal situations.

### Data 6

*Baby, you might need a seatbelt when I ride it (In song 34+35, Line 42)*

*Baby* literally means "newborn or recently born". The word *baby* can be imagined when "*baby*" comes across as funny, sweet and adorable. In this text, *baby* means calling someone we love, such as boyfriend or girlfriend, parent or best friend. The speaker of the

word baby is a girl. According to the Oxford Dictionary, a baby means "a very young child." This text means that the girl tells her boyfriend to use a condom during sex.

*Baby* can be identified as primary slang and express informality because this word is used by a person who you love and want to call with an endearment name as in the word *baby* that full of affection.

#### Data 7

*Boy, I'm tryna meet your Mama on a Sunday*  
*Then make a lotta love on a Monday* (In song Position, Line 4)

*Lotta* a shortened form of "*lot of*" or "*lots of*". The word *lotta* means a large amount or number of something. The speaker of the word *Lotta* is a girl. This lyric means a girl who has a good job, and is very busy with her work but still makes a schedule to meet her boyfriend's mother and give her lots of love and care every day. According Oxford Dictionary "*Lotta*" is a shortened form of "*lot of*" or "*lots of*" that shows how it sounds in informal speech.

This word can be identified as primary slang and express informality because English speakers often reduced some words to make it easier to pronounce when they are communicating with other people in informal situations.

#### Data 8

*I've been here all day*  
*And boy, got me walkin' sie to side*  
*(Let them hoes know)* (In song Side to Side, Line 4)

The meaning of the word *hoes* itself refers to one of the gardening tools. But in this song, the literal meaning of this word is "*whore*". In Routledge Dictionary, the word "*whore*" means "a sexually available woman, or a woman who may be considered sexually available and a prostitute. The meaning in this lyric is a girl who is attracted to a guy at the gym, and she is at the gym every day hoping to get the attention of the guy she likes and wants all the women there to know that she like one of the guys at the gym.

"*Hoes*" could be identified as primary slang and express informality because this word is usually used when someone is showing unpleasantness about someone else and it can be used when talking with someone or in a message and social media.

#### Data 9

*I know they say I move on too fast*  
*But this gon' last*  
*'Cause her name is Ari*" (In song Thank U, Next, Line 31)

*Gon'* means "*Gone*". The speaker of the word *Gon'* is a girl. In this lyric, a girl tells about failure in dating. And many of her friends say that she is too fast to forget her ex, but she assures it is the last one who will not go is Ari. Ari is the singer of this song, Ariana Grande, so the one who will not be leaving is herself. According to Cambridge Dictionary *Gon'* means "*Gone*".

The word *Gon'* could be identified as primary slang and express informality because it is very often used in daily conversation by most people who speak English in informal situations.

**Data 10**

*Can you stay up all night?  
Fuck me 'till the daylight  
Thirty-four, thirty-five (In song 34+35, line 18)*

*Thirty-four, thirty-five* have literal meaning “*just a number*”. In fact, this number 34+35 is sexual pose, which is 69. 69 is a sexual pose that a couple makes while in love. The speaker of the word ‘*Thirty-four, thirty-five*’ is a girl. In this lyric, a girl who wants to having sex all night with the pose she likes is 69. Songwriters use the word *Thirty-four, thirty-five* to reduce the use of vulgar words.

The word *thirty-four, thirty-five* could be identified as secondary slang and identify group members because it has a secret meaning or the code and only certain people understood the meaning of the word. Usually, these words are used by a group or gang where all members of the group already know the meaning of the word.

**Data 11**

*Baby, you might need a seatbelt when I ride it  
I'ma leave it open like a door, come inside it (In song 34+35, line 42)*

*Ride* means “*sitting on the back of an animal and moving*”. In this song, *Ride* means the act of being on top of a horse when it is moving while it is having sexual intercourse. The speaker of the word *Thirty-four, thirty-five* is a girl. In this lyric, a girl will control this sex game which means the position during sex of a girl is on top of a man, like riding a horse. According to Oxford Dictionary, *ride* means “*to sit on an animal, especially a horse and control it as movies.*”

The word *Ride* could be identified as secondary slang and identify a member group because this is an expression that is only used and understood by specific people gangs or communities. The meaning of this word is usually very rarely used and known by many people. This word can be used with couples or close friends who already know each other the meaning of the word.

**Data 12**

*Baby, you might need a seatbelt when I ride it  
I'ma leave it open like a door, come inside it (In song 34+35, line 42)*

The word *seatbelt* means “*tools used while driving to stay safe*”. In this song, *seatbelt* means the man has to prepare a condom because the woman will move her body like riding a horse on top of the man's body. The speaker of the word *Seatbelt* is a girl. In this lyric, a girl reminds her boyfriend to use a condom before having sex. According to Oxford Dictionary, *seatbelt* means “*a belt attached to the seat in a car or plane and that you fasten around yourself so that you are not thrown out of the seat if there is an accident*”.

This word could identify as secondary slang and identify member group because these words are usually used by people who feel comfortable with their boyfriend or girlfriend and not everyone understands the meaning of these words. That is not appropriate for everyone to use especially teenagers, this word is only part of people who use it or a group member already knows the meaning of the word.



### Data 13

*Bee here all night*

*And boy, got me walkin' side to side (In song Side to Side, line 31)*

*Side to side* has literal meaning “objects that move left or right move from left to right, then from right to left and then back again”. Actually, in this song, *side to side* means that she is not able to walk straight after having sexual intercourse for a long time. The speaker of the word *side to side* is a girl. In this lyric, a girl has been waiting and very excited to have sex and asks a man to make her difficult to walk.

These words could be classified as secondary slang and identify member group because most people rarely use this expression especially teenagers because this word has a quite vulgar meaning and also not everyone will know the meaning.

### Data 14

*This the new style with the fresh type of flow*

*Wrist icicle, ride dick bicycle (In song Side to Side, line 36)*

*Wrist icicle* has literal meaning “when you have shiny wrist jewelry, which are: watches, bracelets, etc. usually a diamond crust”. Actually, in this song, *wrist icicle* contains a meaning that a man cum on someone’s wrist and it drips.

These words could be classified as secondary slang and identify member group because this type of expression can be considered a secret and not everyone knows the meaning of this word, so people usually use it to talk to someone who also understands the meaning of this word.

### Data 15

*I’m leave it open like a door, come inside it*

*Even though I’m wifey, you can hit it like a side chick (In song 34+35, line 44)*

*Side chick* usually means a woman who has a secret relationship with someone who is already in a loyal relationship. This word is another name for “a mistress”. The name comes from the small chicken position like a side dish next to the main course, or not the “main chicken” which means wife or girlfriend. The speaker of the words *Side chick* is a girl. In this lyric, a girl tells her man to treat her like his mistress during sexual intercourse even though she is his wife.

*Side chick* could be classified as secondary slang and identify member group because they usually use this word only to speak to someone who understands its meaning. Not many people know this term, only a group know the meaning of this slang.

## Conclusion

After the analysis, it could be concluded that there are two types of slang in this song, namely primary slang and secondary slang. Primary slang word type was the most commonly found which is 21 (78%). Secondary slang word type is usually used to keep the degree of secrecy between certain groups and communities was found 6 (22%). The primary slang occurred dominantly because this data is always used by people in their daily conversation to make it easier to be understood by the listeners.

There are two types of the effect of slang words, namely, expressing informality and identifying as a group member, the oppose establish authority type is not found in this song. In this study, the effects of slang words there are 21 (78%) slang words identified as

expressing informality and 6 (22%) slang words identify as identified as group member and no slang found to oppose establish authority. Express informality occurred dominantly because in this data actually want to show intimately because informality creates more intimate relation and closer each others.

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## The Use of Joylada Application in Teaching Narrative Writing

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### Abstract

The research aimed to increase students' writing skills on narrative text in English lessons by using Joylada application. The subject of this research was eighth-graders at one of Junior High School in South Tangerang City which considered 40 students. The method of this research was quantitative method with pre-experimental study. The data were collected by giving pre-test and post-test as the instruments. The result of this research showed that there was increasing of student in narrative writing skills. The result was calculated by using a t-test. The findings proved that the number of students in the pre-test was 2500 with a mean score of 62.5. The lowest score was 48 and the highest score was 75. Meanwhile, the result of the post-test was 3336 with a mean of 83.4. The lowest score was 75 and the highest score was 95. From the score result, it can be concluded that the higher score was post-test. The results of the t-test calculation showed that the  $t_{\text{cal}}$  was 17.5 and the  $t_{\text{table}}$  with degrees of freedom (df) 40 obtained 1.68. The significance value was less than 0.05 and  $t_{\text{cal}} > t_{\text{table}}$ . The result can be concluded that the Joylada application can be unique and an alternative for teaching narrative writing skills. The students can increase their narrative writing skills through Joylada application.

**Keywords:** Joylada application, narrative, writing skill

### Introduction

English as a second or foreign language is used by many people in the world but Indonesians only learn English from school or courses. We have differences from other countries that use English every day then the country will be called English Second Language (ESL). Moreover, English is a compulsory subject which should be mastered for all grades of students in school.

In learning English language, there are four skills that must be mastered. That four skills are listening, reading, speaking, and the last is writing. The reason why we have to learn those four skills, English will feel empty without it and become useless even if your English is really good in many ways.

One of the skills that should be mastered by the students is writing. Writing is one of the activities or skills to develop someone's ability in using symbols such as letters of the alphabet, punctuation and spaces. The learning of writing will use to share or express thoughts and ideas in the readable form (paper, diary, or something can use to share inspiration). in learning writing, students can tell what they think or what they want to express through writing.

One of the reasons that writing becomes an important part of language skills is considered to be the most difficult of it for Indonesian students. In writing skill, students must be able to understand the uses of using the correct grammar, spelling, punctuation even coherent ideas.

The problem has been knowing about writing are students' interest in writing are low, less enthusiastic about writing, they feel difficult to express their thought while writing in

English language, and the last one is they get confused when combining the sentences because of the grammar.

In this problem, the teacher must change their technique who is is always monotonous. Using conventional techniques, the teacher will be hard to increase the student's motivation to learn writing. That is why students feel bored and do not have any spirit when learning writing. So, the teacher has to change and develop their teaching strategy in writing, in fact for increasing students' mood in studying writing.

Talking about writing activities, there are some techniques that can be used for teaching writing. Absolutely, the teacher has to change students' mind if writing is not important to be learned by them. A teacher must have creative and different techniques to teach the students. It means the teacher has to consider a strategy suitable for teaching writing in order to make the learning process becomes effective and fun. The strategy should be adjusted with the condition of the class and the ability of the students.

In the previous research entitled "Promoting Academic Writing Proficiency of Iranian EFL learners through Blended Learning" by Biria's et al (2019:100), they examined Iran's students in writing proficiency through social media and one of the most social media they used for their research is Edmodo. Edmodo is one of the most educational social media which is similar to Facebook, Twitter and Instagram. Moreover, Edmodo social media is much more private and safe for learning environment because it allows only teachers to make and manage accounts and the students who receive a group code and register in the group, can access and join the group. In Edmodo social media, the teachers can make some questions and students will reply to them.

Based on the explanation of previous research, Joylada has similarity to Edmodo. Joylada is an application of reading and writing from Thailand and Indonesia participated in it. Joylada has two modes, the first is the superiority mode of this application chat mode and the second is the story mode. The characteristics between Edmodo and Joylada is one of the media that can develop writing proficiency for students.

From the explanation above, the writer chooses a creative technique of teaching writing to improve students' writing ability. One of the methods to develop writing skill by the writer is through "Joylada" application. "Joylada" is one of social media that can improve students' writing skill and can be used by the students to help what they feel and their expressions dealing with their imagination or their own experiences.

## Theory

Writing is an activity for creating words, language, and sentences become to be written. It means how to express the feelings and thoughts to sentences on a piece of paper or other media in order to produce reading findings. According to Raulan & Fatimah (2018), writing is also a complex activity since it is a way of communicating how to deliver messages from the writer to the readers. The messages are the writers' knowledge, experiences, opinions and others. Writing is one of the crucial components benchmarking of language.

The ability to write more effective and communicative in English has been developed since it takes great importance of roles in education and business. Moreover, Misbah & Kurniawan (2018:107), stated that writing is the opposite idea that might conflict with the idea of the writer presented on paper. Writing is the most important skill in teaching and learning English language.

Khanza & Zakiyatun (2019:588), revealed that writing is both physical and mental work. It means writing is a physical act of doing words or ideas to several media, and mental work creates ideas, thinks about how to express its statements and paragraphs well. Writing is an activity to combine in using symbols such as letters of the alphabet, punctuation and others

also to share our feelings, thoughts, and opinions in a readable form. Mirlohi et al (2012), stated that writing is an independent construct in foreign language courses and always spend more time on practicing the other three skills; speaking, reading, also listening. However, writing helps to increase a profound knowledge of grammar and all the systems of it, serves as a medium for conscious attention to forms of language, and provides opportunities for students to be more confident in studying individually.

From the explanation above, it can be concluded that writing is an important skill to create and express our minds in sentences. Writing become connection between writer and reader. The writers can share the messages in writing and the readers can receive the information from the writer. Writing is something free to reveal expression even on paper or social media. It is influenced both by personal and social experiences that the writer brings to the writing and the impact of the particular political and institutional context. It is also a process that we write is influenced by the constraints of genre and has to be present in learning activities.

### **The Process of Writing**

Writing has a process or models and according to Williams, in Abas & Aziz (2018), stated that there are models of writing, such as:

- 1) Prewriting  
Before starting on the first draft of a paper, the writer is generating ideas, strategies, and information for a given writing task. Usually, prewriting is used in discussion, outlining, free writing, journal, and talk-writing.
- 2) Planning  
Planning in writing involves rhetorical purpose, the principal aim of the text, the factors in writing and how they are connected to the information generated during pre writing. The use of planning in writing is to develop a plan to reach the aim of the text.
- 3) Drafting  
Drafting is a combination of words to become a text. Good writers rarely make a draft in just one day because drafting must be checked over time.
- 4) Pausing  
The moments when the writer is not writing but he or she looks forward to what they have to produce to be writing and consider how well the text matches with the writer's plan.
- 5) Reading  
When pausing happens, reading will be used. The writers must compare what they have written with their plan before.
- 6) Revising  
Revising occurs after the writers have finished their first draft and consider the writing match between their plan and text. Revising almost includes getting suggestions, critics, and opinions from friends on how to improve the writing.
- 7) Editing  
Focusing on sentence level concerns, such as punctuation, spelling, how many words are used, and even agreement with the subjects.
- 8) Publishing  
Publishing is sharing the finished text with others into a paper or it can be on social media.

## **The Genres of Writing**

Hammond and Derewianka, in Janeiro & Junho (2011), genre is the inevitable patterns in everyday, educational and literary texts occurring among a selected culture not only referring to sorts of literal texts. There are genres of writing as follows:

(1) Narrative

The main purpose of narrative writing is to tell a story. The writer of narrative will create a different character and tell what happens to them from the point of view of one of the characters. Narrative usually has characters, dialogue, the actions from the characters, the conflict and the last is it has a message from the story.

(2) Descriptive

The main purpose of descriptive writing is to describe something. The readers will know about the descriptions of people, objects, places, and events through the use of suitable details written by the writer.

(3) Persuasive

This genre's main purpose is to convince the readers. The writer gives the statement to the readers and convinces them to agree with the writer's point of view because persuasive writing contains reasons, arguments, and justifications.

(4) Expository

This genre is usually used to explain, clarify and justify a point through the text. The writer only focuses on telling you about the main topic or subject without expressing his or her personal opinions. Moreover, the writer of the expository wants the readers to state their opinion.

## **Teaching Writing**

Teaching is an activity of learning to teach someone as called by the student. Schlecthy, as quoted by Ababio (2013), teaching is an art of encouraging students to behave in a way that is assumed to lead the learning, including trying to persuade students to have good characteristics. What Schlecthy stated by teaching was "art" that the teachers must change the situation more creatively to facilitate the students' learning to make students have an interest when teaching and learning.

Moreover, the definition of teaching writing according to Cheung, in Renandya & Widodo (2016:17), as a teacher needs to teach the writing processes in specific strategies to improve students' writing competence.

## **Narrative Text**

Porter, in Marzona & Ikhsan (2019), narrative text is the representation of an event or series of events, which consist of narrative stories. The stories are events or sequences of events, and narrative discourses are events that are represented. Moreover Agustina (2017), a narrative text is a text to express thoughts and feelings into text with a series of events.

From the explanation above, it can be concluded a narrative text is a text where it has a character, plot, setting also has problems and the climax in the story. Usually, narrative text is a story that tells about writers' opinion, thought and sometimes experiences so it can be used to entertain the readers who feel bored at the time.

## **Method**

In this research, the method used by the writer is quantitative method. Moreso, Apuke (2017), revealed that the research deals with quantifying, observing, and collecting data or variables in order to get results and make a conclusion about the data. The writer was taken

pre-experimental design for the research study. Cresswell (2014), the design only for one group where included pre-test measure followed by a treatment and post-test at the end. The writer was implementing Joylada Application in increasing students' writing skill. Besides, the writer expects this writing medium to be effective to increase students' writing skill in narrative text.

The population is all students in 8<sup>th</sup> grade and one class were taken as a sample. For deciding the sample, the writer used cluster random sampling. Using this way provides the same opportunity for each member of the population to be a research sample. The way it took uses a lottery number. In this sampling, the writer wrote the name of class VIII-1 until VIII-10 on a piece of a paper then roll the paper, after that put them into the glass and shook the glass twice. One roll of paper come out from the glass and the writer looked over it and got VIII-4 for the experimental class.

For the research instruments, the writer had to do observation to the school and class before doing the research. After that, the writer gave two kinds of tests, widely known as pre-test and post-test. The aim of the pre-test is for knowing the experiment before the treatment was conducted and the post-test aimed to look forward the differences of students' narrative writing after the writer gave a treatment using Joylada application.

### Procedures Using Joylada Application

The producers of the treatment described the Joylada application as a medium of teaching narrative writing. The following procedures are as follows:

- (1) The teacher gave the subject about Generic Structure of Narrative text.
- (2) The teacher asked students to download the Joylada application.
- (3) The teacher invites the students to make a group of eight people in each group to start determining the title and characters they want in their group.
- (4) The students to pay attention to the teacher who gives them how to write a story the on Joylada application.
- (5) The students were asked to write a story according to their imagination on Joylada application.
- (6) The teacher gave them time only four meetings to write the story in turns.

### Findings and Discussion

The research was conducted from March until April 2020. The writer used observation before the experiment, after that given a pre-test before treatment. The result is shown in Table 1. The table tells the range of the participants' pre-test score.

For knowing if the Joylada application is effective to increase students' writing skill or not. The writer implemented Joylada application as a medium to increase students' writing skill in the class. Before giving the treatment to students, the writer gave students pre-test, to know the students' scores before the writer started teaching the students. In the pre-test, the writer asked one by one student to write text freely in two paragraphs in 45 minutes. Then, the score was analyzed and it can be seen in Table 1.

Table 1. The Range of Participants' Pre-test Score

No.	Interval	Frequency	Percentage	Criterion
1	72 - 75	2	5%	Good
2	68 - 71	7	17,5%	Fair
3	64 - 67	10	25%	Fair
4	60 - 63	12	30%	

5	56 - 59	0	0%	Poor
6	52 - 55	7	17,5%	
7	48 - 51	2	5%	Very Poor
TOTAL (N)		40	100%	

The table tells about the range of participants' pre-test scores. The result from the experiment can be shown, the pre-test was approving that the students who got the highest scores in 72 - 75 were 2 students and the percentage was 5%. Meanwhile, the students who got the lower scores in 48 - 51 were 2 students and the percentage was 5%.

The finding shows problems that occurred in narrative writing, such as less enthusiasm and interest in narrative writing, not enough time to practice, and most students getting confused while combining word to sentences, especially in grammatical. These issues will get bigger in their success in learning narrative writing.

For the post-test, the writer asked students to write narrative text with the theme given by the writer and the theme is "Beauty and the Beast". The students have to write two paragraphs in 45 minutes. Then, the score was analyzed and it can be seen in Table 2.

Table 2. The Range of Participants' Post-test Score

No.	Interval	Frequency	Percentage	Criterion
1	93 - 95	1	2,5%	Excellent
2	90 - 92	3	7,5%	
3	87 - 89	3	7,5%	
4	84 - 86	12	30%	Good
5	81 - 83	7	17,5%	
6	78 - 80	13	32,5%	
7	75 - 77	1	2,5%	
TOTAL (N)		40	100%	

The table tells about the range of participants' pre-test scores. The result from the experiment can be shown, the post-test were approving that the students who got the highest scores in 93 - 95 were 1 student and the percentage was 2,5%. Meanwhile, the students who got the lower scores in 75 - 77 were 1 student and the percentage was 2,5%.

Table 3. The Result of Pre-Test and Post-Test

Tests	Lowest Score	Highest Score	Total Score	Mean Score
Pre-Test	48	75	2500	62.5
Post-Test	75	95	3336	83.4

It can be seen from Table 3 that the total score calculated by the students in pre-test was 2500 with the mean score 62.5. The lowest score was 48 and the highest score was 75. Meanwhile, in the result of post-test 3336 with the mean 83.4. The lowest score was 75 and the highest score was 95. From the score result, it can be conclude that the higher score was post-test.

The description of students' result of pre-test was calculated that only two students were in the criterion of 'good' (5%), seventeen students were in 'fair' (42.5%), nineteen students were in 'poor' (47.5%), and the last two students were in the criterion of very poor (5%), also none of students got 'excellent' in the pre-test. Meanwhile, for the students' result of post-test was calculated that only seven students in the criterion of 'excellent' (17.5%), and



thirty three in the criterion of 'good' (82.5%), and none of them got 'fair', 'poor' and 'very poor' in the post-test.

The results of the t-test calculation showed that the  $t_{\text{cal}}$  was 17.5 and the  $t_{\text{table}}$  with degrees of freedom (df) 40 obtained 1.68. The significance value was less than 0.05 and  $t_{\text{cal}} > t_{\text{table}}$ . The result can be concluded that the Joylada application can be unique and an alternative for teaching narrative writing skill. The students can increase their narrative writing skill through Joylada application. Besides that, the students won't get bored while learning narrative writing skill and also get improved in combining the words.

### Conclusion

This research was gained to get empirical evidence about the effect of using Joylada application on students' writing skill on narrative text. The result from the pre-test was proved by getting 2500 score and the mean got 62.5. The lowest score in the pre-test was 48 and the highest score was 75. Meanwhile, the result from the post-test was proved by getting 3336 and the mean got 83.4. The lowest score on the post-test was 75 and the highest score was 95. Therefore, it could be concluded that using of Joylada application had a significant impact to increase writing skill in narrative text of 8<sup>th</sup> graders.

The Joylada application was approved as a new media for teaching narrative writing. It also is a motivation for students to use the application to increase their writing skill.

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## **An Exploration of University Students' Challenges in Learning English as Foreign Language during Covid-19 Pandemic**

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### **Abstract**

Since the COVID-19 virus outbreak emerged in the world, all industries and aspects of life have changed, including the education system. Face-to-face learning was compelled to be replaced with online learning. Online Learning has made students experience integrating technology into the teaching and learning process. Technological and environmental problems can lead to challenges that may be faced by the students, especially in learning English as a foreign language. Thus, this study was conducted with the aim to identify the challenges that EFL students faced in learning English as a foreign language during the COVID-19 pandemic, as well as describing the students' strategies to overcome the challenges. This study was designed as a qualitative study. To conduct the study, 10 students of English education major of Universitas Teknokrat Indonesia were invited to be the subject. Reason of study from home, an unstructured online interview about the objectives was conducted via the WhatsApp application. This study finding indicated that the most common issue faced by EFL students in this situation is internet access, followed by a lack of learning media, material understanding, academic dishonesty, and laziness.

**Keywords:** University students' challenges, EFL, covid-19 pandemic

### **Introduction**

English is the most universally spoken and utilized language on the earth. In all fields of international communication, English is the preferred language. This is supported by Pustika (2021) that education, technology, tourism, health, economics, and other sectors of human life all use English. It implies that English is a crucial language to master. Along with a country's advancement, someone's ability to use English is essential (Matondang, 2005). English proficiency is essential for global communication in this age of industrial revolution 4.0 (Pranoto & Suprayogi, 2019). In Indonesia, English as a foreign language is widely employed in the educational system, from primary to higher levels. Language education at school is an effort to develop language abilities in accordance with their role, which is to communicate, think, and reason (Aprianti & Ayu, 2020). In light of the demand for English as an international language in today's world, the Indonesian government has designated English as a topic that students should know (Mandasari, 2018). Covering English in the curriculum is one of the actual initiatives performed by the Indonesian government towards the importance of English (Pustika, 2019).

The ability to speak in a language is a sign of success in language learning (Mandasari & Wahyudin, 2021). Learning English is difficult because it requires four skills: reading, writing, speaking, and listening. In the process of learning English, all of the skills will be improved (Gulö & Widianingsih, 2016). Learning English is much more difficult than learning Indonesian because, in addition to comprehending the meaning of the language, students must also be able to write and pronounce English words according to the English

pronunciation system. It can make learning English more challenging for learners or children. The obstacles may result in less than desired student learning outcomes. The difficulty of learning and understanding this foreign language is worsened by the rise of a global pandemic related to the spread of the Coronavirus, also known as COVID19, that influences almost all industries, including education, forcing students to study from home (Mandasari, 2020; Qodriani & Wijana, 2020). In Indonesia, online learning has become a new rule to solve the paucity of classroom meetings (Pustika, 2020). All teaching and learning activities, notably the teaching and learning process, must be moved online (Putri & Sari, 2021). As a result, the challenges in learning English as a Foreign Language are becoming more prevalent.

Thus, the objectives of this current study are to identify the challenges or obstacles that EFL students had when learning English as a foreign language during the COVID-19 pandemic and describe the strategies used by students to overcome the challenges. The current study investigated the research objectives of EFL students at one university in Lampung, Indonesia.

## **Theory**

### **Students' Challenges in Online Learning**

Previous studies have found that online learning has made the challenges or difficulties of learning English as a foreign language increase. Efriana (2021) stated that the first problem was a lack of understanding of the topic materials. This was due to the fact that the material content was offered in the form of an e-book, which was divided into chapters teaching materials in PowerPoint and video. These materials might be understandable by students, but they were not comprehensive. The subject was understood by students depending on their interpretations or points of view. The second problem was some children did not have access to online learning resources such as gadgets or laptops, and if they did, they belonged to their parents. The third problem, as found in Mahyoob (2020), was that the majority of the students come from remote towns where the network was poor because of the COVID-19 situation. Nartiningrum (2020) also stated the other challenge of online learning, which was laziness. Few students admitted that online learning makes them less committed to learning. They were less motivated to study since the teacher had less control and supervision. When students were learning or doing assignments, they were easily distracted.

### **English as a Foreign Language (EFL)**

According to Harmer (2004), English as a foreign language is commonly used to refer to students who are learning general English at a school or institution in their country of origin and are visiting a nation where the target language is spoken as a transitory tourist. Students learning English as a Foreign Language (EFL) nevertheless had some difficulties, either verbally or in writing. EFL is customized for learners at a certain moment or event. Students are part of a worldwide target-language community when they use English for international communication, especially on the internet. They are prepared to communicate in the future by utilizing English as a global language. According to Brown (2001), students in foreign language environments do not have ready-made contexts for communication outside of the classroom.

## Method

This study was conducted as a qualitative research project with the goal of collecting more data and information. According to Gay, Millis, and Airasian (2006), as cited in Suhri, Atmowardoyo, and Salija (2019). "Qualitative research involves the gathering, analysis, and interpretation of large amounts of narrative and visual data in order to gain insights into a specific topic of interest." The research was carried out throughout the academic year 2020/2021. The study involved 10 EFL students from Universitas Teknokrat Indonesia who were undergoing online learning as a result of the COVID-19 pandemic. The subject of the study was the students of the English Education study program from various semester levels in order to acquire a broader perspective. The goal of this study was to discover the obstacles that the students faced when they transitioned to online learning due to the COVID-19 pandemic.

In this part, to choose the sample, the research used simple random sampling. A Simple random sample (SRS) is made up of individuals chosen from the population in such a way that each group of persons has an equal chance of being the sample (Moore and McCabe, 2006). In-depth qualitative interviews, participant and non-participant observation, field notes, focus groups, document analysis, and a range of other approaches are used by qualitative researchers to acquire data. The data collecting method for this study was gathered through an unstructured online interview with the students. To collect the data, detailed questions about the objectives were distributed via WhatsApp personal chat.

## Findings and Discussion

The researcher would summarize the findings in relation to the study's objectives, including (1) identifying the challenges of EFL students in online English learning and (2) describing the strategies used by EFL students to overcome the challenges of learning English online. The researcher interviewed 10 participants of English Education Department students. Participants were chosen from various batches in order to obtain a more diverse set of data. To protect the participants' privacy, the researcher changed their names to pseudonyms.

### 1. The challenges of EFL students in online English learning

A learner must have encountered a learning challenge during the course of learning English. These challenges may result in less than optimal student learning outcomes. The challenges found in this research have been grouped into different categories. The challenges are explained in more detail below.

#### Internet access

Since it was embraced and subsequently developed as a medium of communication, the internet has altered the way we work and is now positioned to impact education (Ayu, 2020). In order for the process of online English teaching-learning to run smoothly, communication between the teacher and students needs adequate internet access. Internet access was the most common challenge that students face in online learning. Almost all of the participants mentioned that one of the challenges of English online learning was a poor internet connection. Below is the detailed conversation between the researcher (R) and the participants (P).

*R: What are the challenges you face when learning English online during the COVID-19 Pandemic?*

P (Ron, 1 participant from batch '19): "I believe the most difficult challenges of learning English online during the Covid-19 pandemic was maintaining the internet connection, as the electricity in my village frequently went out. So, if the electricity goes out, the signal is lost, and if the signal is gone, I can't attend the zoom class. Moreover, I have never missed the posttest due to a lack of signal."

P (Harry, 1 participant from batch '18): "The availability of internet access, which was occasionally restricted by bad weather."

P (Hermione, 1 participant from batch '20): "I think my challenge in learning English online during the COVID-19 pandemic was internet problems because when I had an online meeting class, it suddenly disappeared or was ugly."

P (Malfoy, 1 participant from batch '19): "Because I live in a rural area far from the city, the problem of a slow internet network is the biggest challenge I face when learning online. Furthermore, the quota price is quite high."

P (Ginny, 1 participant from batch '18): "Internet access."

It can be determined from the researcher's conversation with the interview participants that the most common challenge in online English learning in this COVID-19 pandemic condition was internet access. Especially for learners who live in remote areas where access to the internet was not always available. Bad weather could potentially be a sticking point to the internet connection. Besides that, the internet package price was also quite high for several students.

### **Lack of learning media**

One of the challenges to online learning was the media. According to the OECD in 2005, as cited in Ayu (2020), information and communications technology (ICT) to enhance and/or support learning in tertiary education is referred to as online learning. According to Fu in 2013 as cited in Aminatun (2019), using ICT in education has many benefits, including assisting students in efficiently accessing digital information, supporting student-centered and self-directed learning, creating a creative learning environment, promoting collaborative learning, and providing more opportunities to develop critical (higher-order) thinking skills. Because most of them are digital natives, the use of technology can be a crucial aid in mastering language learning in the digital era (Oktaviani & Desiarti, 2017). Since online learning was conducted at home in pandemic conditions, learners were required to have online learning equipment such as a smartphone, laptop, or computer. The following is the summary of the researcher's (R) and the participants' detailed conversation (P).

*R: What are the challenges you face when learning English online during the COVID-19 Pandemic?*

P (Snape, 1 participant from batch '18): "Lack of media is one of my biggest challenges, especially in this 6th semester. I have a smartphone, but since the assignments and projects are mostly about making essays and articles, I need a laptop to do it neatly, but I haven't had a chance to buy it yet. As a result, I often have a problem in doing my assignments, and I always ask for my friend's help to fix up my problem in the assignments."

Only one participant in the interview mentioned the media as a challenge. This problem occurred since the availability of smartphones was insufficient for students, particularly those in their last semester. This absence of learning media was a problem for pupils who had not yet had the opportunity to purchase the necessary equipment.

### **Material understanding**

The material understanding was another of the online English learning challenges. The material understanding was the key to students' academic success. Below is the summary of the interview about material understanding.

*R: What are the challenges you face when learning English online during the COVID-19 Pandemic?*

P (Dumbledore, 1 participant from batch '20): "The challenge that I face in learning English during the pandemic is to understand more deeply the material that has been given by the lecturer. Considering that during this pandemic, learning is done online, there are many subjects that are difficult to understand. Not infrequently, the material conveyed by the lecturer cannot be accepted by the brain."

P (Hagrid, 1 participant from batch '18): "There's a problem with material understanding. The lecturer delivered a bad material that makes me sick hearing it."

*R: Is there any other challenge you deal with learning English online? If yes, what is it?*

P (Malfoy): "It is difficult to understand the material because online learning reduces the effectiveness of learning."

P (Voldemort, 1 participant from batch '19): "Then, there are cases when the teacher does not explain the subject, learns the assignment directly, and there is a ppt or video of the material available, but it is difficult to understand by myself."

P (Harry): "The challenge I faced when learning English online for the first is understanding the material."

The understanding material challenge was the biggest problem since it was the key to the success of academic performance. From the perspective of the learners, we can see that the material provided by the lecturer was frequently dismissed by the brain. One participant reacted negatively to online learning, claiming that it decreased the effectiveness of learning. Furthermore, in some cases, lecturers just provided material such as in the form of PowerPoint Slides or a video without explanation, causing learners to be unable to comprehend the lessons independently

### **Academic dishonesty**

Academic dishonesty can be a problem because learning was done online. Below is the interview recap between the researcher and the students.

*R: Is there any other challenge you deal with learning English online? If yes, what is it?*

P (Snape): "Academic dishonesty, when doing an individual task, the students share the answer with others."

P (Ginny): "Academic dishonesty."

Only two people reported that academic dishonesty existed. However, it demonstrated that academic dishonesty existed in online learning and was one of the online learning challenges. This finding was also supported by Pustika in 2020, which mentioned that one disadvantage of e-learning usage was the prevalence of cheating.

### **Laziness**

One participant stated that laziness also appeared to be one of the challenges of online learning. Because of the internet and other forms of entertainment media, attracting and maintaining learners' attention was one of the most difficult components of teaching-learning activities (Pranoto & Suprayogi, 2020). This also led to students' laziness. Below is the detailed conversation between the researcher and the student in the interview.

*R: Is there any other challenge you deal with learning English online? If yes, what is it?*

P (Dudley, 1 participant from batch '18): "No, but when the teacher assigns a large number of assignments, I become lazy."

## **2. EFL students' strategies to overcome the online learning challenges**

This section described the strategies that participants took to overcome the challenges.

### **Internet access**

The most common challenge in online English learning in this COVID-19 pandemic situation was, certainly, internet connection, as determined by the researcher's conversation with interview participants.

*R: What is your strategy to overcome the challenges?*

P (Ron): "I had a listening project due at 1 p.m. at the time, but the lights were out from the morning till noon, so I went with a friend to hunt for a signal to finish the homework and found it on the bridge beside our village. Finally, by the side of the road, I worked on it."

P (Hermione): "Looking for a location with a sufficient internet connection so that a Google meeting will not be disrupted."

P (Ginny): "Go to another place so that I can get good internet access."

In this situation, each participant used the same strategy. Looking for a location with a sufficient internet connection was the strategy used by many students. We can see that from the interview, students have to put in a big effort to overcome this challenge.

### **Lack of learning media**

As we know, this challenge is faced by students who haven't had the chance to buy equipment for online learning. Below is the strategy used by the students to overcome this challenge.

*R: What is your strategy to overcome the challenges?*

P (Snape): "To overcome this challenge, I saved money to buy a laptop. For the time being, I am still seeking help from my friends. "



Asking for help from friends was one option for overcoming this challenge, but we can't always rely on others. Saving money to buy the equipment needed for online learning was the best strategy to overcome this lack of media challenge.

### **Material understanding**

The key to a student's academic success is material understanding. The following is a breakdown of the interview about the strategy to overcome the material understanding challenge.

*R: What is your strategy to overcome the challenges?*

P (Malfoy): "The first thing is I need to make a limit for my study. I need to put more effort because it is quite hard to understand the topic only from the files. Also, this online learning made us more efficient at using time."

P (Harry): "Studying material from other sources such as the internet and YouTube so that I can better understand the material."

P (Dumbledore): "What I do is re-learn the material given by the lecturer, and I discuss it with my friends, then if there are still difficulties, we will consult with the lecturer of the course."

P (Voldemort): "We have to figure things out for ourselves because the lecturer never explains it, right? So, I hunt for references on the internet or try to deduce what I don't understand from the material; if I still don't comprehend, I give up."

P (Hagrid): "My strategy is to improve my time management skills, read and read learning resources regularly, and collaborate with friends to comprehend the material better."

According to the participant's responses, the majority of their strategy was to manage their time and put more effort into studying materials from other sources, such as the internet and YouTube. Elango et al., in 2008, as cited in Sari and Oktaviani (2021), consider the internet to be a helpful tool to provide possibilities for learners to satisfy their learning needs and learning styles. Besides that, the learners also tried to consult with the lecturer and collaborate with their friends to understand the material.

### **Academic dishonesty**

As we know from the previous section, only two participants mentioned this challenge. Unfortunately, there's no strategy to overcome this challenge.

*R: If so, what is your strategy to overcome the obstacles?*

P (Ginny): "Then, with academic dishonesty, I don't know how to overcome it."

It is true that there is no way to overcome academic dishonesty. The best strategy to overcome it is to avoid it completely. We have to always assume that we will be expected to complete tasks on our own.

### **Laziness**

According to the interview, laziness appeared when the teacher assigned too many assignments. The student stated that he must be aware of the future and always prepared for what we have in store for him with this online learning. Being aware of the future is, indeed, the best strategy for success in it. Below is the conversation between the researcher and the participant.

*R: If so, what is your strategy to overcome the obstacles?*

P (Dudley): "To face the challenge, we must first have an energetic study because it will benefit us in the future, and we must also not be lazy and always prepare what we have planned for the future with this online learning."

### Conclusion

During learning English, a student must face a learning challenge, especially in online learning, which was the only option for educational fields in the COVID-19 pandemic. These challenges may lead to less-than-ideal student learning outcomes. The challenges that EFL learners have faced in this situation include internet access as the most common challenge among students, lack of learning media, material understanding, academic dishonesty, and laziness. However, there must be a solution to every problem. As a result, the students have strategies to deal with the difficulties. The strategies include making an effort to look for a location with a sufficient internet connection, saving money to buy the online learning necessary from sources such as the internet and YouTube, and being aware of the future to avoid laziness. However, there's no strategy to overcome academic dishonesty other than avoiding it. Future researchers will also observe EFL students' challenges and their strategies in the classroom. This study suggests that further research could expand the sample size to boost the study's degree of generality and make the conclusions more reliable and accurate.

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## **An Analysis of Figurative Language in Santa Esmeralda's Song Lyrics Entitled *You're My Everything***

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### **Abstract**

This study aims to analyze the figurative language and its meaning contained in the lyrics of the song *You're My Everything*. It is descriptive qualitative research where the data taken comes from a song lyrics website. The data used in this study are the lyrics of a song released in 1977 entitled "You're my everything" which was sung by Santa Esmeralda on Esmeralda on the album Don't Let Me Be Misunderstood. The result of this study indicates that there are nine data sets that contain 14 figurative languages consisting of four types, namely: alliteration (six items), hyperbole (four items), pleonasm (three items), and synthesis (one item). Thus, the results of this study show that 42,8 percent is alliteration, 28,5 percent is hyperbole, 21,5 percent is a pleonasm, and 7,2 percent is the antithesis.

**Keywords:** Figurative language, song lyrics, You're My Everything

### **Introduction**

As an international language, English is not only used by people in the whole world for communication in daily activity but it is also used in all sectors of life including in the art field like music, poetry, drama, etc. A song as a composition of music contains lyrics that are performed by the singer functions as a means of communication. Sometimes the language used in song lyrics is written rather differently from other things. This unusual or indirect way of conveying is often referred to as figurative language. So as a means of communication, language has also a different way of delivering it. Kennedy stated that "figure of speech may be said to occur whenever a speaker or writer, for the sake of freshness or emphasis, departs from the usual denotation of words" (1983: 479).

And according to Morner and Rausch, "Figurative language. Language that contains figures of speech, such as metaphor, simile, personification, and hyperbole, expressions that make comparisons or associations meant to be interpreted imaginatively rather than literally" (1991:83). So it's clear that in figurative language, the idea is conveyed by means of metaphors or other figures of speech.

The use of figurative language in the field of art like in music is very interesting. In every song lyrics it is often found the use of figurative language. Sometimes people don't realize that a song that they listen to actually also contains many elements of figurative language.

As mentioned before that figurative language uses expressions with a meaning that is different in its conveying. And learning the meaning of language is sometimes not easy although it seems simple. The study of meaning is usually learned in Semantics. Kreidler stated that "Semantics is the systematic study of meaning, and linguistic semantic is the study of how languages organize and express meanings (1998: 3). And according to Leech (1984: 9), "On this basis, I shall break down 'meaning' in its worst sense into seven different ingredients, giving primary importance to logical meaning or (as I shall prefer to call it) conceptual meaning, the type of meaning I was discussed earlier in connecting with

'semantic competence'. The six other types I shall consider are connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, and thematic meaning".

Both singing and listening to a song are very pleasant things for almost everyone. By understanding the meaning contained in a song lyrics, including those containing figurative language elements, can make it more enjoyable. For this reason, the writer tries to do research on figurative languages contained in an English language song entitled "You're my everything". Based on the information from [genius.com](https://www.genius.com), this song was written by Leroy Gomez and performed by Santa Esmeralda on the album *Don't Let Me Be Misunderstood* which was released in 1977.

According to information obtained from [lyrics.com](https://www.lyrics.com), Santa Esmeralda is a U.S./French Disco group formed in the 1970s; perhaps best known for their hit disco remakes of the 1960s hits "Don't Let Me Be Misunderstood" and "House of the Rising Sun". The group featured singer Leroy Gómez from 1977 until 1978 and singer Jimmy Goings from 1978 until 1983 when the group disbanded.

This song also has beautiful lyrics and melody. The lyrics of the song consist of 5 stanzas where each stanza consists of 4 lines, plus one chorus which is sung twice; after the first two stanzas and before the last two stanzas.

### **Theory and Method**

This study used descriptive qualitative method. "Qualitative Research analyzes data interpretively by organizing the data into categories, identifying patterns, and producing a descriptive narrative synthesis, whereas quantitative analysis involves statistical procedures." (Gay & Airasian, 2000: 9). From that statement it can be concluded that qualitative research doesn't use statistical methods but tends to use words and meaning descriptions in analyzing data.

According to Reaske, figurative language is "language which employs various figures of speech. Some examples are metaphor, simile, antithesis, hyperbole, and paradox" (1966:33).

According to Wales, "In Semantics figurative meaning describes a very common type of extension of meaning for a word (resulting in polysemy or multiple meaning), i.e. by metaphoric transfer of senses" (2014:20).

The data used in this research are lyrics of the song. Reaske stated that "Lirical: referred originally to lyric poetry, that is, to poetry written to be sung to a lyre. However, the term 'lyric' now designates a short poem which emphasizes the expression of the individual's feeling and emotion rather than external events or attitudes" (1966:35).

The research used the lyrics of a song entitled *You're my everything* performed by Santa Esmeralda which was released in 1977 as the data. The data was obtained from website <https://genius.com/Santa-esmeralda-youre-my-everything-lyrics>.

For the method, the writer analyzed the data through some steps such as: (1) Reading the data; (2) Finding the meaning of the data, (3) Finding the types of figurative language used in the data based on the theory, (4) Describing the meaning of the figurative words or sentences from the data, (5) Making Conclusion.).

## Findings and Discussion

### Findings

Based on the data that is used in this research, the song lyrics consist of 28 lines. To make it easier in analyzing the data, the number of lines is added at the end of every single lyric. The following are the lyrics of the song “*You're my everything*”:

#### ***YOU'RE MY EVERYTHING***

You're my everything (1)  
The sun that shines above you makes the bluebird sing (2)  
The stars that twinkle way up in the sky (3)  
Tell me I'm in love (4)

When I kiss your lips (5)  
I feel the rolling thunder to my fingertips (6)  
And all the while my head is in a spin (7)  
Deep within, I'm in love (8)

#### *chorus*

You're my everything (9)  
And nothing really matters but the love you bring (10)  
You're my everything (11)  
To see you in the morning with those big brown eyes (12)  
You're my everything (13)  
Forever and a day I need you close to me (14)  
You're my everything (15)  
You'll never have to worry, never fear, for I am near (16)

For my everything (17)  
I live upon the land and see the sky above (18)  
I swim within her oceans sweet and warm (19)  
There's no storm, my love (20)

#### *back to chorus.*

When I hold you tight (21)  
There's nothing that can harm you in the lonely night (22)  
I'll come to you and keep you safe and warm (23)  
It's so strong, my love (24)

When I kiss your lips (25)  
I feel the rolling thunder to my fingertips (26)  
And all the while my head is in a spin (27)  
Deep within, I'm in love (28)

Based on the data analyzed, the writer has written it down in tabular form to make it easier to read the results of data processing. The table shows that there are 9 data in the form of sentences and words that contain a total of 14 figurative languages. The result of the data can be seen in table 1 below.

Table 1. The Result of Data Analysis

No.	Data / Lyrics	Types	Lines
1	You're my everything, The sun that shines above you makes the bluebird sing	alliteration, hyperbole	1, 2
2	The stars that twinkle way up in the sky	pleonasm	3
3	When I kiss your lips, I feel the rolling thunder to my fingertips	alliteration, hyperbole	5, 25 6, 26
4	And all the while my head is in a spin Deep within, I'm in love	hyperbole, alliteration,	7, 27 8, 28
5	You're my everything And nothing really matters but the love you bring	alliteration, antithesis	9, 10
6	You'll never have to worry, never fear, for I am near	pleonasm, alliteration	16
7	I live upon the land and see the sky above	pleonasm	18
8	I swim within her oceans sweet and warm	hyperbole	19
9	When I hold you tight There's nothing that can harm you in the lonely night	alliteration	21, 22

After analyzing all data, the writer concludes that there are 9 data in the form of sentences and words that contain totally 14 figurative languages. In this research the writer make one datum can be consists of more than one lines of the lyrics in order to make it simpler to analyze. For example, if there are two lines of lyrics ended with the same speech sound, it can be categorized as an alliteration.

Three data contain hyperbole and alliteration types, one data contains alliteration and antithesis, one data which contains alliteration and pleonasm, two data that contains pleonasm only, one data that contains alliteration only, and one more data which contains hyperbole only.

## Discussion

Based on the result of the study, it is found that there are 4 kinds of figurative language in the song lyrics, namely: alliteration, hyperbole, pleonasm, and antithesis.

“Sometimes rather loosely paraphrased as ‘initial rhyme’, alliteration is the repetition of the initial consonant in two or more words” (Wales, 2014 :14). Although alliteration does not involve figures of speech, but it can help to create a mood especially in song lyrics. It can also increase the beauty of the lyrics so that it becomes more fun to be said and heard.



And according to Reaske, the definition of alliteration is "the repetition of the same sound at the beginning of several words which are near one another" (1966:26).

Hyperbole is different from alliteration, it involves a figure of speech. Reaske stated that hyperbole is "a figure of speech which employs exaggeration. Hyperbole differs from exaggeration in that it is extreme or excessive" (1966:34).

According to [www.myenglishpages.com](http://www.myenglishpages.com), "Antithesis is a figure of speech which refers to the juxtaposition of opposing or contrasting ideas. It involves the bringing out of a contrast in the ideas by an obvious contrast in the words, clauses, or sentences, within a parallel grammatical structure."

According to <https://literaryterms.net>, "A pleonasm is when one uses too many words to express a message. A pleonasm can either be a mistake or a tool for emphasis."

According to <https://dictionary.cambridge.org>, "Pleonasm is the use of more words than are needed to express a meaning, done either unintentionally or for emphasis"

#### **Data 1:**

Song lyric: You're my everything (Line 1),

The sun that shines above you makes the bluebird sing (Line 2).

The sentences in lines 1 and 2 contain alliteration because both sentences end with the same speech sound, namely /-ɪŋ/. It is found in the word "everything" and the word "sing". This thing can create unique and interesting lyrics so that it becomes more beautiful and fun to be heard.

The sentence in line 2 is also hyperbole because it shows something very exaggerated that the sun that shines above someone can make the bluebird sing. It is impossible that the bird can sing because of the sun that shines above someone.

#### **Data 2:**

Song lyric: The stars that twinkle way up in the sky (Line 3)

The sentence in line 3 contains pleonasm because it uses more words than are needed. It is used either unintentionally or just for emphasis. Every person knows that the stars are always up in the sky, so actually, these words are not necessarily written anymore.

#### **Data 3:**

Song lyric: When I kiss your lips (Line 5)

I feel the rolling thunder to my fingertips (Line 6),

The sentences in lines 5 and 6 contain alliteration because both sentences end with the same speech sound, namely /-ɪps/. It is found in the word "lips" and the word "fingertips". This thing can also create unique and interesting lyrics so it can make it more beautiful to be heard by everyone.

The sentence in line 6 contains hyperbole because it shows something very exaggerated. The sentence "the rolling thunder to someone's fingertips" is heard over-statement. Because it is impossible that the thunder can roll to someone's fingertips. It describes how happy someone is that it can be described by the word.

#### **Data 4:**

Song lyric: And all the while my head is in a spin (Line 7)

Deep within, I'm in love (Line 8)

The sentences in lines 7 and 8 contain alliteration because of both the word ‘spin’ and the word ‘within’ end with the same speech sound, namely /-ɪn/. It consists of a vowel / ɪ / and a consonant / n /. This thing can also create unique and interesting lyrics so that it can more beautiful and nice to be heard by someone who listens to it.

The sentence in line 7 contains hyperbole because it also shows something exaggerated. The sentence “All the while my head in a spin” is heard over-statement and not realistic. Because it is impossible that someone’s head can be in a spin.

**Data 5:**

Song lyric: You're my everything (Line 9)

And nothing really matters but the love you bring (Line 10)

The sentences in lines 9 and 10 contain alliteration because both the word ‘everything’ and the word ‘bring’ end with the same speech sound, namely /-ɪŋ/. It consists of a vowel / ɪ / and a consonant / ŋ /. This thing also creates unique and interesting lyrics that can make the lyrics become more beautiful and nice to be heard.

The sentence in line 10 also contains an antithesis expression because the sentence “And nothing really matters but the love you bring” refers to contrasting ideas. In this case “the love you bring” really matters. It means that nothing is so important except the love that is given by his beloved.

**Data 6:**

Song lyric: You'll never have to worry, never fear, for I am near (Line 16)

The sentence in line 16 contains alliteration because of both the word ‘fear’ and the word ‘near’ end with the same speech sound, namely /-ɪə/. The same with the previous data, this thing also creates unique and interesting lyrics that function to make it more beautiful and nice to be heard by someone.

The sentence above also contains pleonasm because it uses more words than are needed to express a meaning. The words “never have to worry” actually has the same meaning as the words “never fear”. So actually there are too many words that are used to explain this thing. Or in other words, there are some words that actually are not very needed to be said or written, because it has been clear or described by the previous words.

**Data 7:**

Song lyric: I live upon the land and see the sky above (Line 18)

The sentence in line 18 contains pleonasm because it uses more words than are needed to express a meaning. For people in the land, the sky must be above, never below. So, like in data 6, actually, there are too many words that are used to explain or express this thing. All people know that sky must be always above. So the word above is actually not so important or needed to be written or said.

**Data 8:**

Song lyric: I swim within her oceans sweet and warm (Line 19)

The sentence in line 19 also contains hyperbole expression because it’s heard over-statement and not realistic. In fact, it is impossible that she has oceans that taste sweet. The ocean or sea water always tastes salty. Actually, it expresses to shows how happy he is. And her oceans mean his beloved life. So he is very happy to be a part of his beloved life. Her

life is like something very sweet and warm for him. Her life here is also meant her love for him.

**Data 9:**

Song lyric: When I hold you tight (Line 21)

There's nothing that can harm you in the lonely night (Line 22)

The sentences in lines 21 and 22 contain alliteration because both the word 'tight' and the word 'night' end with the same speech sound, namely /-aɪt/. It consists of a diphthong /aɪ/ and a consonant /t/. Like the previous data, this thing also functions to create unique and interesting lyrics so that it can make it more beautiful and nice to be heard.

**Conclusion**

After analyzing the data, the writer found that there are nine data sets that contain 14 figurative languages in the song lyrics that consisting of four types, namely: alliteration (six items), hyperbole (four items), pleonasm (three items), and synthesis (one item). Thus, the results of this study show that 42,8 percent is alliteration, 28,5 percent is hyperbole, 21,5 percent is a pleonasm, and 7,2 percent is the antithesis. Based on the result, the alliteration type is the most and the antithesis type is the least.

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