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EDITORIAL TEAMS

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EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

 Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU:* Surakarta English and Literature Journal Volume 6 Number 2 is finally published online. In the eighth edition, we present ten articles which consist of six language articles, three linguistic articles and two literature articles. The compositions of writers are a person from Graduate School of Widya Mandala Catholic University, two people from Universitas Sains dan Teknologi Komputer, two people from Universitas Muhammadiyah Prof. Dr. HAMKA, two people from University of Surakarta, three people from Dayanu Ikhsanuddin University, two people from Universitas Indraprasta PGRI, a person from Institut Teknologi dan Bisnis Tuban, three people from Universitas Fajar, three people from Universitas Teknologi Yogyakarta, two people from Universitas Hasyim Asy'ari and three people from Kebangsaan University Republic Indonesia.

 Six language articles entitled *The Benefits of out-of-class English Exposures on Undergraduate Students' English Mastery* by Wina Chandrella; *The Designing English Learning Media for Junior High School Students using Adobe Flash* by Athiyah Salwa and Hafiza Ghassani; *EFL Students' Critical Thinking and Their Reading Comprehension Ability: A Study Case of Students In SMP Negeri 2 Baubau* by Baharudin Adu, Nur Melansari, Fatima Azzahra; *Mapping Business English Researches Globally: A Bibliometric Analysis Using VOSviewer* by Niswatin Nurul Hidayati; *EFL Students' Achievement in Reading Comprehension through Gamification Kahoot* by Putri Lisa Anggraini, Sayit Abdul Karim and R. Yohanes Radjaban; *The Effectiveness of Using Crossword Puzzle Game Towards Students' Vocabulary Mastery* by Syavira Wahidah Alfaini, Sayid Ma'rifatulloh. Three linguistic articles entitled *Inflectional and Derivational Affixes on Song Lyrics in Justin Bieber's Justice Album* by Khoirunisa Ayu Nurjanah, Akhmad Haqiqi Ma'mun; *Metaphorical Meaning of Taylor Swift's Reputation Album: A Semantic Approach* by Vellicia Oktia Tanujaya and Budi Purnomo; *The Adjacency Pairs in Bing Bunny Animated Series* by Euis Kurniasih, Dwinesa Anggraini. Two literature articles entitled *The Response of Readers in the Novel The Call of The Wild* by Andi Febriana Tamrin, Basri and Ayuningtyas Eka Putri and *Semiotic Analysis of "Super reader" in "I Wandered Lonely as a Cloud" Poem by William Wordsworth* by Gilang Bintang, Encep Rustandi and Reza Paramarta.

 The writers are Wina Chandrella from Graduate School of Widya Mandala Catholic University; Athiyah Salwa and Hafiza Ghassani from Universitas Sains dan Teknologi Komputer; Khoirunisa Ayu Nurjanah and Akhmad Haqiqi Ma'mun from Universitas Muhammadiyah Prof. Dr. HAMKA; Vellicia Oktia Tanujaya and Budi Purnomo from University of Surakarta; BaharudinAdu, Nur Melansari and Fatima Azzahra from Dayanu Ikhsanuddin University; Euis Kurniasih and Dwinesa Anggraini from Universitas Indraprasta PGRI; Niswatin Nurul Hidayati from Institut Teknologi dan Bisnis Tuban; Andi Febriana Tamrin, Basri and Ayuningtyas Eka Putri from Universitas Fajar; Putri Lisa Anggraini, Sayit Abdul Karim and R. Yohanes Radjaban from Universitas Teknologi Yogyakarta; Syavira Wahidah Alfaini and Sayid Ma'rifatulloh from Universitas Hasyim Asy'ari; Gilang Bintang, Encep Rustandi and Reza Paramarta from Kebangsaan University Republic Indonesia.

 Thus, hopefully, the publication of the eighth edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and language related to contemporary problems in English. Wassalamualaikum wr wb.

<div align="right">Surakarta, August 2023</div>

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The Benefits of Out-of-Class English Exposures on Undergraduate Students' English Mastery

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ABSTRACT

This research aims to determine the benefits of outside-classroom English Exposure on undergraduate students' English mastery. This research involves 50 undergraduate students from batch 2017-2019 filling out a questionnaire related to English Exposures that they have gotten outside the classroom. Through the analyzed questionnaire, 5 undergraduate students were chosen for the interview to have deeper information. Considering the pandemic situation, the discussions were done by using Zoom meetings. The findings showed that English Exposure was beneficial for undergraduate students' English mastery. The benefits were the improvement of undergraduate students' pronunciation, grammar, vocabulary, listening skills, etc. From the study, YouTube was the most popular platform where undergraduate students got English Exposure since it had many videos that elicited students' interest. Looking at the benefits of English Exposure, teachers should combine their lessons with contemporary media to improve students' English mastery and spark students' interest in English lessons.

Key Words: Acquisition; Exposure; Learning.

1. Introduction

Learning more than one language is a popular idea for many people and English is a popular language that is learned these days. Some people are encouraging their children to study English from an early age, so the children can be more fluent in English, however, Huang (2016) found that older learners had advantages over younger learners both in the short and in the long term. For this reason, English has become so massive that some people are concerned that English might decrease the use of the Indonesian language (Harjanto et al., 2019). English popularity is influenced by the fact that the English language acts as an international language. To communicate with foreigners around the world properly, people start to learn English in many different ways and methods.

English exposure is inevitably of crucial importance in enhancing the success of English learning (Harjanto et al., 2019) and that is why the English language can be found in many places, not only at school but also in public places. The English language is also found in the network where international people surf and engage with each other. English can be found in different forms such as English uses in posters, English uses in creating music, English uses in communication, etc. All the exposure has created an opportunity for people to start learning English or get used to it. Tonoian (2014) stated that large exposure to a language plays a significant role in English learning and teaching. It helps a lot in such cases where learners have a great opportunity to practice outside the classroom. Nowadays, English has become a compulsory subject for students at school. (Butler, 2014, 2015; Butler & Le, 2018; SUN et al., 2016) such as Parents with higher education levels are more likely to provide more resources for their children's language learning such as their parents encouraging them to speak English at home or send them to a private course to deepen their

English-speaking skill. Since we have faced the digital era, most people have started to use technology to do many things including how they entertain themselves and how they earn information. In this case, outside English classroom exposures are their contact with social media (Instagram, Twitter, Facebook), YouTube, movies, and games which help them to search for information and entertain themselves. These applications contributed to high exposure to the English language among students, thus they indirectly indulged in language learning (MacLeod & Larsson, 2011).

Considering these exposures, learning activities can happen anywhere and the students can acquire language outside the classroom or independently. Learning the English language can take place inside or outside the classroom wall. So, teachers should pay attention not only to the conscious process, but they should believe to the subconscious process. Formal learning, classroom learning activities, is indeed one way to learn new knowledge and a new language. However, second language acquisition (SLA) research shows that learning outside the classroom is also an important part of the learning process. The world outside the classroom is much bigger, Krashen (1982) stated that the outside world can supply more input and there is simply no way the classroom can match the variety of the outside world. The more contact they have with the English language through exposure every day, the more they will get used to the language. The improvement of students' English-speaking skills will have several benefits in students' lives, such as in job vacancies, applicants who master English have a plus and are preferably accepted (Saputri & Purnawarman, 2019). Job vacancies mentioned above are not applied to English teachers only, but also to other fields, such as business, technology, and many others. Moreover, in this globalized era, many foreigners are coming to Indonesia to work and vice versa so English is essential to keep professional matters going well. To anticipate the demand, exposure inside the classroom is not enough, students need outside classroom exposure.

Everyone has different abilities and interests. However, the one problem that should be underlined is people are still focusing on classroom learning activities or learning English through English courses, they do not realize the importance of English language exposure. Researcher, such as Krashen, has explained that Second Language Acquisition (SLA) is also an important part of learning a language and it could be more effective than classroom-based learning since it is based on the learners' interest, so they will feel more motivated. This research aims to explore the benefits of outside-classroom English exposure for undergraduate students' English mastery. Learners who are majoring in English are expected to realize the benefits of the unconscious English exposures they got outside the classroom, the intensity of the exposures, and the roles of the exposures in their success in learning English. For the teachers, it is important to recognize the kinds of exposure that will help the learners improve their English-speaking skills. It is expected that teachers will be inspired to combine the teaching materials as well as techniques with the kinds of exposures that have positive benefits on the learners' English mastery.

Three previous studies were essential in this research, however, there were some similarities and differences between this research and the previous studies. The previous study by Tanjila Ferdous in 2013 entitled Use of English Beyond the Classroom Wall: Study of Undergraduate Students' Out-of-Class English Learning Activities had the same focus as this research and the participants were also undergraduate students. The differences were the researcher conducted the survey in 3 different universities with 60 under-graduated students, 20 from each university who were selected through the survey, and they were from different departments like Media Studies and Journalism, BBA, English, etc. They were all aged from 21 to 25 years and there was a combination of both male and female students. The researcher did not use interviews and only used questionnaires consisting of close-ended and open-ended questions.

The second research conducted by Mercedes Ivars Olmedo from the University of Barcelona in 2015 entitled English Language Learning Beyond the Classroom Walls had the same focus as this research and the instruments used were also the same which were quantitative survey and qualitative interview. Olmedo conducted his research in 2 public schools, gave the questionnaire to the student's parents also and he conducted an interview with 20 students, but 5 of them were volunteering themselves. However, the big differences between the writer's research and Olmedo's research were the writer only gave the questionnaire to 50 undergraduate students and conducted an interview with 5 students based on their questionnaire results that had been analyzed.

The third research was conducted by Fraser MacLeod and Pia Larsson in 2011 entitled Exposure to English outside the Classroom and it had some similarities with this research. The topic was the same which is student's exposure outside the classroom. The instruments used were also the same which were a quantitative survey and a qualitative interview. Aside from that, there were some differences with the writer's research which were: the writer conducted the research in one university with 50 undergraduate students as the subject for filling up the questionnaire and 5 students were chosen to do the interview based on their questionnaire result that had been analyzed.

Aside from the previous studies, in the other studies, researchers believe there is a relationship between the amount of intensity and exposure. The more intensive learners get exposed to English-related exposures, they will improve their English. Kennedy (1973) stated that no two children are exposed to the same primary linguistic data or the same amount of such data, and yet despite such different experiences and wide differences in intelligence, almost all children can crack the code of the linguistic system of their culture and learn to understand and produce sentences. Children are exposed to many different things and activities that benefit their language acquisition; their environment will also take part in their language acquisition process. The exposures are present in social media (Facebook, Instagram, Twitter), YouTube, music, and even games. In those exposures, learners tend to not pay a lot of attention to every single thing about the grammar of the language, how it should be pronounced, and what structure of the sentences are present. When they are listening to music, they might follow the singer and sing the song, here they learn how to pronounce the words although they do not realize that that is also learning, it is only in a different situation and different way. When they are playing games, they might have a chat with foreigners, since in the games' chatting room, people can choose their nationality freely, so the popular language that is used to communicate with other people through chatting is the English language. English language exposures give a lot of benefit to the learners and since the learners can choose the path themselves, they are more excited and motivated.

English exposures that need to be paid attention to are not only social media (Facebook, Instagram, Twitter), YouTube, music, and games. It is also important to pay attention to exposure to English exposures through the peers' activities. Peers can also have a big influence on the children because they meet regularly at school and sometimes, they go to each other homes to play and they will share knowledge and experience. Here, peers usually share what interesting movies they have watched, and what music is good to listen to. They also discuss social media comments and stories. All of these interactions can benefit their vocabulary skills in a second language.

Chesterfield et al., (1983) found that the children who interacted mostly with English-speaking peers throughout preschool were likely to exhibit the greatest gains in their English oral proficiency, as measured by changes in children's mean level of utterance values. It is undeniable that English Exposure is necessary for the English learning process, however, we also need to pay attention to the intensity of the exposure. More English related Exposure

can affect the results of English mastery, according to Raquel Serrano "the research in intensive English has reported highly positive results, both for language learning itself and for attitudes and motivation towards language learning." (Serrano, R. in Muñoz, C., 2012:13). According to experts in the domain (Collins and White, 2011.; Spada & Lightbown, 1989 referred in CEPEP, 2014) a minimum of 250 - 300 hours a year have to be devoted to English language instruction to consider the approach intensive. The same authors have concluded that the concentration of these hours promotes further benefits.

The intensity of exposure to a language is important to master it and it is also important to understand the process of learning a language. Language learning is a process that engages objective filter and affective filter. As the name affective filter, it acts as a filter to filter the inputs that learners get. Krashen (1982) stated that the effect includes motivation, attitude, anxiety, and self-confidence. There is also an argument that comprehensible input is needed to allow input 'in' which means input will be accepted by the learners when they get a comprehensible input. However, comprehensible input might not be developed by learners if they have a 'mental block'. The affective filter plays a role in this situation and it acts as a barrier to acquisition. (Krashen, 1982) explained that if the affective filter is up then the learners are most likely in an unmotivated state, lacking confidence, or are concerned about failure. However, when the filter is down that means the acquirer is not anxious and they are motivated to join activities that involve the target language.
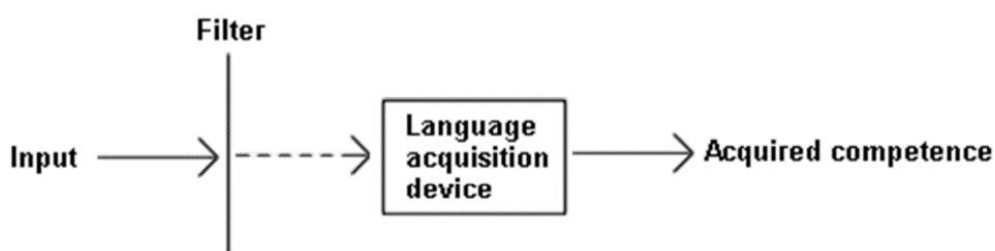
Picture 1

In the case of motivation, two kinds of motivation take part in affecting learners' action which are integrative and instrumental motivation. Integrative motivation refers to a favourable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through the use of the language (Gardner et al., 1985). Learners are interested and willing to participate in activities that involve the target language. While instrumental motivation refers to L2 acquirers who want to go overseas, travel abroad, be promoted, or get a higher paycheck.

Besides motivation which acts as a number factor in influencing their willingness to learn TL, there is anxiety. There are three types of anxiety which are communication apprehension (CA), test anxiety, and fear of negative evaluation (Du, 2009). Communication apprehension (CA) has been defined as an 'individual level of fear or anxiety associated with either real or anticipated communication with another person or person' (Du, 2009). The amount of shyness and quietness varies greatly for each student. When the ability and willingness to participate in a discussion are present, but learners have a hard time expressing their opinions then shyness will occur and it will inhibit learners from taking action and being involved in the discussion.

Learners' self-confidence is necessary for encountering anxiety. Having enough self-confidence and a positive attitude will lead to a successful learning process. Self-confident learners are brave and they dare to try new things, e.g., communicating with TL with their friends and teachers or with native speakers. Learners' attitude in learning the language is also important since it determine the willingness of the learner to learn English and the

attitude might be influenced by the affective filter. Understanding learners' attitudes is valuable in language education and language-related policy (Zhang & Hu, 2008). If they have a positive attitude toward the English language then the exposure will surely affect their English proficiency. However, when they have a negative attitude toward the English language, they will most likely fail to learn the language. The negative attitude might be influenced by the motivation and anxiety they are feeling, other than that understanding the accent might add to the reason for the negative attitude. Rubin's (1992) and Lindemann's (2005) studies have shown that difficulties in understanding a non-native accent are closely related to listeners' attitudes towards the non-native accent.

As a learner's attitude serves a crucial role in language learning, there is also another significant aspect which input and output hypothesis. The knowledge that is absorbed by the learners is called input and when learners use the knowledge it is called output. The input hypothesis is announced by Krashen (1982) while the Output hypothesis is stated by (Swain, 1993). According to Gass & Mackey (2020), input is an essential component of learning in that it provides the crucial shreds of evidence from which learners can form linguistic hypotheses. When learners learn about the language then the input is present, on the other hand, when learners take action and speak up about the knowledge they have learned, it is called output. Both input and output can be implicit or explicit, in the case of output, feedback, repetitions, and clarification requests are considered as implicit feedback while metalinguistic feedback, elicitations, and direct requests are regarded as explicit feedback.

It is important to have input from the English language to master it, however, some researchers believe that input alone is not enough and propose an output hypothesis that completes the input hypothesis. Taking input when learning is beneficial for learners, but if there is no output then learners cannot improve as how they should be. So, they need output. They need to practice and act it out (output), to effectively improve their English mastery.
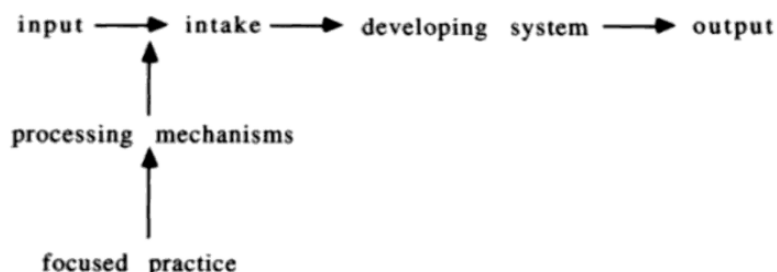
Picture 2

2. Methodology

2.1 Research Design

This research was a descriptive study using a survey design that described the exposures that the students had outside the classroom, the intensity of the exposure, and the benefits the students got from them. The data were gathered by using questionnaires and interviews, to have deep and clear data. The questionnaire was given to the participants first, then the interview was conducted to gain a deeper understanding and more information about what the exposures were and what benefits the students got from the exposures.

2.2 Research Participants

This research involved 50 undergraduate students with internet access to the English Department from batch 2017 – 2019 who were studying at a private university in Surabaya. All of the students needed to fill in a questionnaire by using Google form and the questionnaire focused on the kinds of English Exposures they did outside the classroom. After they had filled out the questionnaires, 5 students were chosen for the interview and it was based on the amount and the intensity of the English Exposure they got. The interview was conducted by using a Zoom meeting. Afterwards, the interviewee's speaking score was checked, to connect the exposures and the English-speaking score.

2.3 Instrument

The instrument used was a questionnaire on The Effect of Out-of-Class Exposure to English Language Media on Learners' Vocabulary Knowledge developed by Peters (2018). These questionnaire items were filled out by the undergraduate students of a Catholic University in Surabaya. The original version contained 9 items which had been simplified into 7 items. The researcher excluded the other 2 items because the items were about books and magazines, and they did not belong to contemporary media. Three items were developed by the writer to gain clearer data. These questionnaire items included the scale of frequency of how many hours a day, the participants spent for the exposures. The frequency was important because the level of intensity of students' exposure affected their improvement. If the intensity was low, although they had a lot of exposure, the learner's English Mastery might not improve. The data collection with the questionnaire was conducted in the Google form.

The questionnaire focused on contemporary media since it was the latest technology that took a big part in the educational system. Contemporary media such as social media (Facebook, Instagram, Twitter), music, movies/film, YouTube, and games could be used as a self-study resource and accommodated important information for the students quicker than the book.

The interview questions were adapted from Ivars Olmedo (2015) and Omoera et al., (2018). The interview was developed by Ivars Olmedo (2015) with a total of 8 items and simplified into 5 items since the other 3 items related to learners' activities while this research focused on their exposures. The interview developed by Omoera et al., (2018) with a total of 8 items was simplified into 3 questions because these 3 items were related to social media exposures, while the other 5 questions were interview questions that focused on writing skill development. There was 1 question that was developed by the writer which was related to YouTube, since Ivars Olmedo (2015) and Omoera et al., (2018) did not include YouTube in their research. The interview was conducted to gain deeper information about the students which was based on the following aspects: the students' motivations and attitudes towards using English outside the classroom, and the type of sources that are available to them.

2.4 Procedure of Data Collection

The questionnaire and the interview were tried out to make sure that the questionnaire was good and understandable. While the interview was understandable and we could get deeper data. The trial was conducted to get feedback from other people, so the questionnaire and the interview could be understood by others.

On the first to third day of the term, the participants were asked to fill in the questionnaire independently by using Google Forms. Their answers were recorded in Google Classroom after they submitted the form. Then the questionnaires were analyzed. On the fourth and fifth day, the interview was conducted. The participants were 5 undergraduate students and they were chosen based on their questionnaire results that had been analyzed. The interviews were conducted by using the Zoom application considering the pandemic situation. The main questions of the interview were about the students' motivation and their attitudes towards using English outside the classroom, and the type of sources that are available to them. All the interviews were recorded with the participant's consent for later analysis. All the data from the questionnaires and interviews which had been recorded will be analyzed, arranged, and categorized.

2.5 Technique of Data Analysis

The data from the questionnaires were analyzed by using descriptive statistics which include: frequencies and percentages for categorical (ordinal and nominal) data; averages (means, medians, and/or ranges), and standard deviations for continuous data. This analysis used in analyzing the data from the questionnaire is simply describing what is or what the data shows in percentage. The variables that were analyzed were the use of the internet, social media, and many other exposures they got outside the classroom.

Data from the interview was analyzed by using coding. The data was organized and grouped into categories because they share some characteristics, in this case, the date of the interview and the initial of the interviewees, since a code in the qualitative inquiry was most often a word or short phrase. The data that were coded could consist of interview transcripts, participant observation field notes, journals, documents, literature, artefacts, photographs, videos, websites, e-mail correspondence, and so on.

This research used the summary of the interview transcript. The researcher collected some extensive information about the students who were involved in the interview and active collaboration with the students was necessary because the researcher discussed the participant's stories as well as be reflective about their background.

3. Result and Discussion

3.1 Result

3.1.1 The kind of out-of-class English Exposure that undergraduate students obtain outside the classroom based on contemporary media

There were many kinds of English Exposure around and this study focused on the contemporary media that were rising in popularity, such as social media, YouTube, movies, music, games, and websites that used the English language. These kinds of contemporary media were dominated by the English language since it was related to the internet and English acted as an international language that was used often in many situations.

3.1.2 The intensity of out-of-class English Exposures the Students get

The intensity of English exposure held an important position in improving students' English-speaking skills. When the students were exposed to high intensity of English Exposure their English-speaking skills would be improved, on the other hand, if students had low intensity, then there was a possibility that although they had English exposure

years ago, their English-speaking skills might not be as good as students who had a high intensity of English exposures.
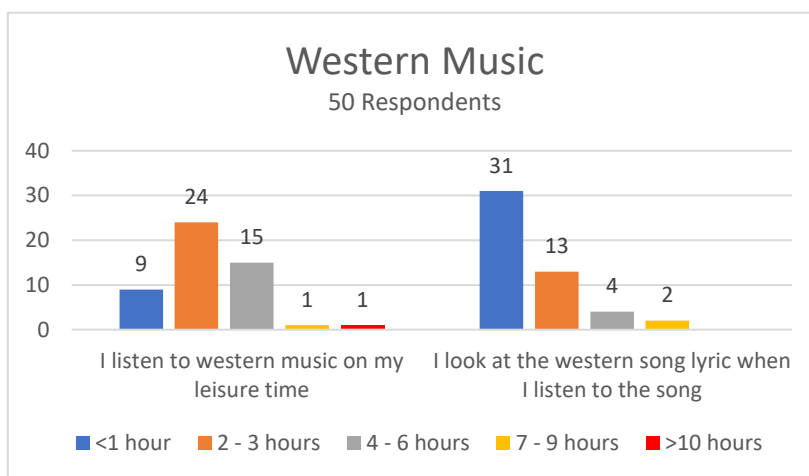
Chart 1. Western Music

Based on the chart related to Western music that students listen to, 24 students listened to Western music for around 2 – 3 hours a day. The other 15 students spent 4 – 6 hours listening to the song. Nine students spent less than an hour listening to the song. Around 7 – 10 hours (and more), two students were highly interested in listening to Western songs in their leisure time.

Listening to Western songs might improve students' listening skills, however, they also need to read the lyrics of the song, sometimes, to understand fully the meaning of the song, since there were times that learners had some difficulties in grasping word by word spoken by the singer because the singer might sing to fast. However, the survey showed that students were not spending a lot of time reading Western song lyrics while listening to the song. Most of the students (31 students) spent less than an hour reading the lyrics while listening to the song, this showed that students enjoyed listening to the song more than trying to understand the meaning of the lyrics of the song. On the other side, two people spent more than 10 hours listening to a song while reading the lyrics.
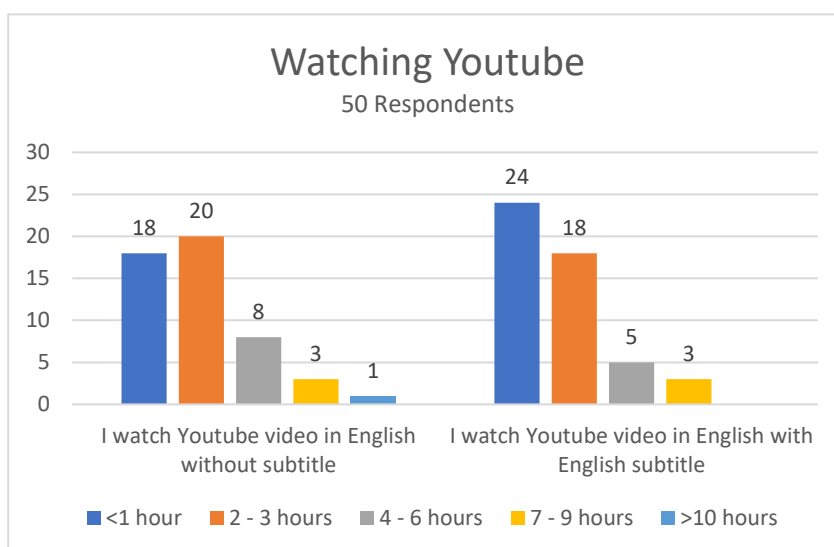
Chart 1. Watching YouTube

YouTube has been very popular and has become a new workplace for some people who work as YouTubers and vloggers. The content of videos available on YouTube varies according to the channel and the YouTubers, for example, beauty tutorial channel, game tutorial channel, movie review channel, educational channel, etc. With these wide ranges of scopes, many people watch YouTube for entertainment or even education.

The survey showed that 20 students spent 2-3 hours a day watching YouTube without English subtitles, while in the same category 18 students watched YouTube by using English subtitles as a guide. Some students thought that subtitle was disturbing to the picture or the movie, so they preferred to not use any subtitle.
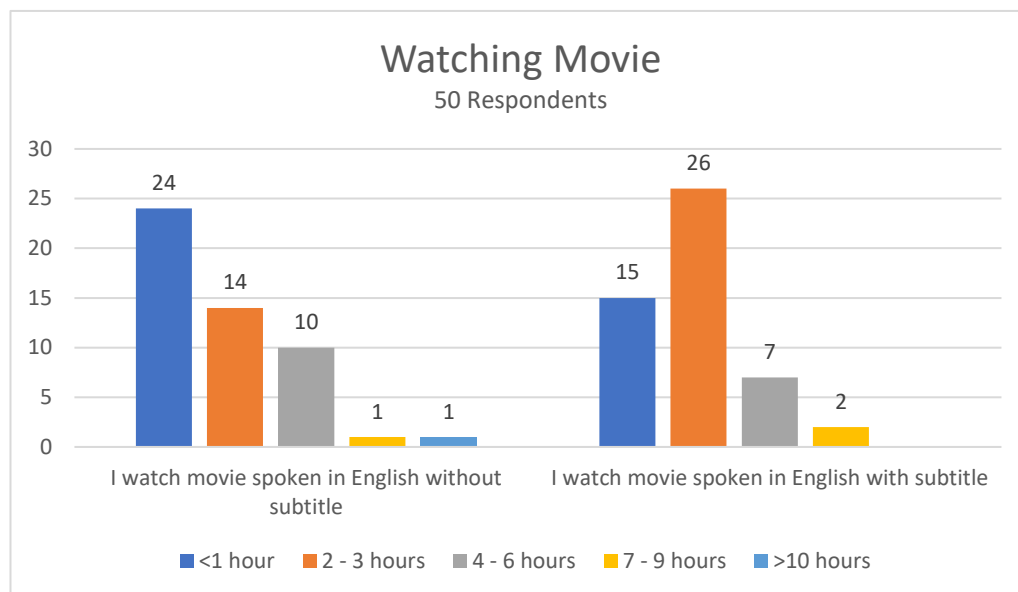
Chart 2. Watching Movie

Watching movies is very convenient nowadays since many websites provide it with free access. The movies were uploaded and people could choose whether they wanted to use subtitles or not this was one of the benefits of the movie, since the subtitles must have been edited by a professional editor and it hardly had critical errors, so some people think of this as a good chance to learn English language because they could match the actors' action with the subtitle. So, the English exposure gained from watching movies was quite high since it was quite popular.

The survey showed that the intensity of watching movies was high, especially in the part where students use subtitles. Twenty-six students spent 2-3 hours a day watching movies with subtitles. Since movies were usually 2-3 hours long, we could take the simple conclusion that students were more comfortable watching movies with a subtitle. On the other hand, 24 students spent less than an hour watching a movie without subtitles. This showed the popularity of subtitles for students. When students watched movies, they could see how the actors pronounce the words clearly and they could mimic the actors' mouths to help them pronounce the words correctly. The interesting storyline was one of the attractiveness of the movie.
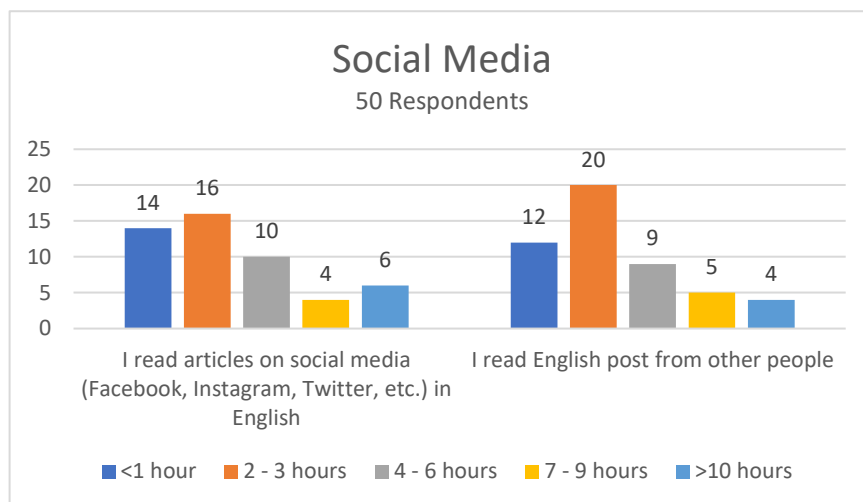
Chart 3. Social Media

Social media platforms like Instagram, Facebook, Twitter, Snapchat, etc. have become very popular around the world. Children to adults were using social media to share their thoughts and opinions with their loved ones. Most people in the world might at least have one social media platform, that showed its popularity. The most popular one was Instagram since it was not only used to share thoughts and opinions with the public but it could be used to gain information by reading articles that were posted on it.

From the survey reading articles on social media was quite popular, since students were not watching a lot of NEWS on TV, they gained information about the world and their close ones through the social media platform. Sixteen students spent 2-3 hours on social media reading NEWS online. Ten students spent 4-6 hours a day, 4 students spent 7-9 hours, and 6 students spent more than 10 hours a day.

Other than used to read NEWS about the world, social media platforms were also used to share their feeling and thought with others. The feelings and thoughts were turned into posts and written in captions. The survey showed that 20 students spent 2-3 hours a day reading posts. Nine students spent 4-6 hours a day, 5 students spent 7-9 hours a day, and 4 students spent more than 10 hours a day. This has proven the popularity of social media since the intensity of social media exposure was high.
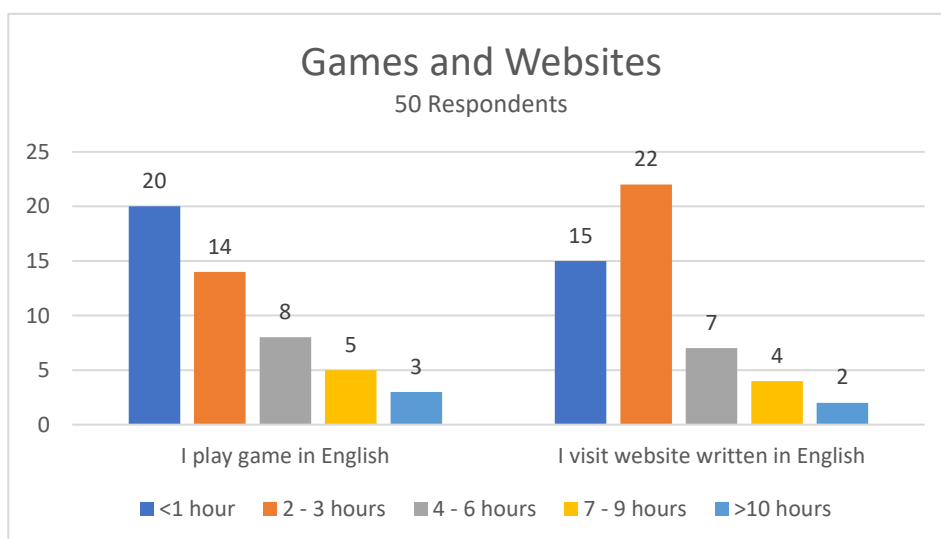
Chart 4. Games and Websites

Games and online websites were used often for entertaining students themselves and gaining information. However, the survey showed that 20 students were playing games using the English language for less than an hour. Three students spent more than 10 hours a day playing games in English. This could mean that students were more comfortable playing games in the Indonesian language rather than English.

Websites were usually used to gain information and websites like Google were very popular. According to the survey, 22 students spent their time visiting websites to search for information or even reading articles. Two students spent more than 10 hours using websites.

3.1.3 The benefits that the students get from out-of-class English Exposures

Code		Conclusion	Example
Importance of Using English Outside the Classroom in Improving Knowledge of the Language		English is important and using English outside the classroom will help improve learners' English mastery. Improvement of English mastery can help learners to lessen their nervousness. Learning outside the classroom will help build a habit of learning the language.	"Yes, it is important, because I think if we talk often using the English language then we will be less nervous and can be more fluent." / "Yes, because learning language is from our habit."
Facilitators	Music	Music can help learners improve their pronunciation since learners can sing the songs together with the singer and also read the lyrics provided. Learners can also learn the singer's accent from the song. Sometimes, when learners hear a new word, they try to search for the meaning of the lyrics.	"Yes, I often listen to Western songs. I try to follow the singer in singing the song by using the lyrics as my guide because I believe all their pronunciation is correct and I want to follow their accent." / "Yes, I am. Almost every day. Sometimes I look at the lyrics and follow the singer in singing the song."
	Social Media Platform	The social media platform is very popular now. Many people use it to express their feelings, share their thoughts on something, and communicate by chatting with each other. Some popular social media platform that is used by the learners are Instagram, Twitter, and WhatsApp. When they share or post something on these platforms, they can add written captions. Some learners are using the Indonesian language, but others are using the English language. Not only used for sharing, but learners can also read other people's	"Yes, I used Instagram the most. I can learn English by reading the caption and quotes and I also try to use the English language when I post captions on Instagram." / "I mostly used Instagram and WhatsApp. When I post something on Instagram, I use English and Indonesian." / "Yes, sometimes if my friends use the English language then I try to reply to it in English also."

		captions and quotes. On average, learners spend 5 hours a day accessing their social media.	
	YouTube	YouTube is a popular application that contains many videos, such as educational videos, music videos, etc. Many videos are shared on YouTube by Vloggers, too. They share about their daily life or how to do something that can help other people in solving their problems. Nowadays, many educational videos are posted on YouTube and the videos provide essential information about learning materials. In some YouTube videos, there are subtitles to help learners to catch up with the YouTuber. So, learners can learn by listening to the YouTuber speaking and also by reading the subtitles.	"Yes, I watch makeup tutorials and I like Western beauty vloggers. Since they also speak English, I also take this as an opportunity to learn English." / "I watch YouTube often, for example, MV and movie reactions. I use English subtitles when I watch YouTube."
Code		Conclusion	Example
Motivation		Motivation is an important aspect of learning the language. The higher the motivation, the higher their will to learn. Some learners are motivated to learn the language because they want to be able to communicate with people in public places by using English. While the others wanted to live abroad and this motivated them to keep learning and keep improving their English mastery.	"I want to speak English in public fluently. I want to talk to foreigners. I believe that if our English is good, then we will get wider opportunities and more knowledge." / "I am impressed with it and I think that they are great. I personally really want to be a good speaker, like a native speaker. I want to live somewhere abroad like America or Europe, that is why I want to have good English skills."
Satisfaction		Learning English inside the classroom only might not be enough to improve learners' English mastery. So, out-of-classroom English exposure might be of help. Learners who have more English exposure outside the classroom feel that their English has improved, while the others who do not get many out-of-classroom English exposures do not feel the improvement.	"In my opinion, all of that exposure can improve my English skills." / "I don't think it is enough because my environment and people around me are not speaking English much. I only learn from movies and songs. I don't have much contact with the English language."

3.2 Discussion

According to Spada & Lightbown (1989; referred in CEPEP, 2014) a minimum of 250 - 300 hours a year have to be devoted to the English language to consider the approach intensive. From the English Exposures (music, movies, YouTube, social media, games, and website) mentioned, every respondent spent around 365 hours a year which was considered intensive according to (Spada & Lightbown, 1989).

YouTube is the most popular media and according to Mohsin (2020), YouTube has 2 billion users each month. However, most of them were not using subtitles when they were watching YouTube. Movies that were watched on online platforms like Netflix were also beneficial in improving English mastery in listening skills, in line with Safranj (2015) the use of movies is an effective way of improving the listening abilities of foreign language learners, also resulting in getting better insight into English culture. Music was beneficial in improving listening, vocabulary, pronunciation, and grammar. Singing along with the singer was beneficial in improving pronunciation skills since learners could imitate the singer.

English Exposure is important for the students. Output was also necessary to improve English mastery. As the findings stated input only was not enough, students need to use English in their daily lives. Input was not enough to improve their speaking skills completely since students were not used to speaking in English. Here output plays an important role and it helps students to be more fluent by acting it out and using English in their daily life.

This research shows that many kinds of English exposures around learners can be easily accessed and by accessing it, they will get exposed to the language and to be noted that English as an international language is very popular and used in many areas. The kind of exposure that is very popular is YouTube since it can be accessed anywhere and anytime. The intensity of the exposure is also important and considered the key to success in English through the exposures. When learners are exposed for a long time, they will show improvement in the process. By understanding the kinds of exposures that are popular to learners and mostly used, we can use the platform to create more effective exposures for the learners, and by understanding the importance of the intensity of the English exposures, we can improve and provide more opportunities for learners to get exposed to the English language exposures. All of this will lead to the goal and become beneficial for the learners and educators. The educators will understand and realize how important English exposure is for learners and from here learners will also get more intensive exposure which will improve their English language mastery.

4. CONCLUSION(S)

Learning and acquiring knowledge was a never-ending need for human beings. Learning the English language was needed to survive in the outside world and it was a must in this globalization era. However, other than just learning the language inside the classroom with the teacher present, people could acquire knowledge of the language. English was very popular and it had become the international language. This caused many media to use English to catch people's attention. Learning inside the classroom only was not enough, since it can take place at any time and in any place, including the home, and the community (Ferdous, 2013). Acquiring language outside the classroom was effective since there was no pressure and acquirers would be less anxious in the process.

From the result of the study, undergraduate students got a lot of exposure from contemporary media such as social media, Western music, YouTube, movies, games, and even websites. Movies were very popular among undergraduate students since they could watch the movies everywhere, even through their smartphones. The questionnaire and interview showed the positive attitudes of undergraduate students toward English. Most of them regarded English as very important and a language that they needed to learn. The interviewees also shared their opinion regarding acquiring language outside the classroom through the exposures and they thought that out-of-classroom exposures were less pressure and they did not need to be afraid when they could not speak fluently. This statement showed that when the students were exposed to English outside the classroom their affective filter was down and they could absorb the language well.

This study strengthened the claim that students do not need to always learn inside the classroom to have good English mastery. A formal setting like learning with the teacher is good, however, sometimes this becomes an obstacle for the students which makes them hard to speak up and concentrate. So, acquiring the language through an informal setting is also a great choice, since students would be in a stress-free situation.

Based on these findings, the writer suggested that teacher combines their lesson with contemporary media, which can be short videos from YouTube, movies, or music to boost the students' spirit and lessen their stress level. The teacher could ask students to watch the short movies at home and ask them to present the short movies at school or make a summary of them. By doing this, the teacher and students did not need to spend more lesson time watching short movies.

The last suggestion was for the fellow researcher to pay attention to the motivation of the students in learning the language, to get a deeper understanding of the students' thoughts and feelings. In this research, motivation was not discussed deeply, while motivation might become one of the factors that influenced students' attitudes toward English and their English mastery.

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Designing English Learning Media
for Junior High School Students Using Adobe Flash

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ABSTRACT

Nowadays, it is important to shape students into autonomous learners since technology and the internet rise massively. Post-pandemic era makes learning English more flexible. It can be done through various kinds of media such as social media, online quizzes and courses, and many applications that support students to be autonomous. Making students to be autonomous learners means they can study with their external motivation by which they can feel motivated and unlimited of time and place. It aims to increase students' motivation and awareness of learning Procedure Text for Junior High School students from an integrated application of material and assessment. The research method was Research and Development, in which the writer will develop software for English teaching media. English teachers can use this application to teach Procedure text because the result shows an improvement in students' achievement and motivation compared to the pre-test conducted before the treatment is given. Product testing on the interface and the material presented in the application showed that students' learning outcomes increased, and satisfaction or interest in English subjects had a significant impact. Both were obtained from the post-test conducted and also observation of the learners.

Keywords: English Learning Media; Procedure Text; Adobe Flash.

1. Introduction

Technology is now increasingly developing in which the new technology replaces the old ones. It is certainly beneficial for all circles of society. Technology has also become a part of life as it facilitates human needs in communication and in living an easier and more efficient way of life. One of its benefits is in Indonesian education. One of which is for teachers to deliver materials or lessons to students. Using good learning media while conducting the lessons has a good impact on students as the students will easily understand the materials provided.

A language classroom needs teaching media that support English teaching and learning (Hartini et al., 2017). Learning media is a tool used by a teacher; therefore, what is conveyed should encourage students' thoughts, attention, motivation, and interest in the learning process. Learning media is also currently used by teachers to carry out the learning process. By that, the Language Teaching Media course plays an important role in preparing students to become innovative and creative teachers. Materials taught in the Language Teaching Media course varied from time to time (Angelina, 2018). For this reason, teachers need to adjust the types of learning media in their teaching style to nowadays learning style, which emphasizes most on visualization

(Wahyuni & Tantri, 2020). The use of learning media at the learning orientation stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content (Ediyani et al., 2020).

Learning media is an easy way to convey material to students and to explain or visualize material that is easier to understand using verbal speech. This is due to technological advances and students are likely familiar with technology from an early age nowadays. To embrace the 21st-century challenges, they need to serve learning solutions in the frame of qualified literacy and imposed digital media education (Syahdan et al., 2021). The learning process is a process of communication that contains five components of communication: teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. Therefore, learning media refers to everything that can be used to channel messages (learning materials). It helps students stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals (Hikmah, 2019).

Students as second language learners need a teacher's guide to find adequate English vocabulary learning media (Octaviani & Sari, 2022). Examples of learning media in education include computers, playing cards, pictures, and others. Using images can make it easier for students to understand the material provided. This is because the images are considered interesting and fun media for students. Learning media can also be used at any level of education, starting from kindergarten, elementary school, and secondary school. However, not all levels of education have interesting learning media. Interesting learning media can be a learning aid for students.

In its development, English in Curriculum 2013, which was limited, especially at the elementary school level, with a curriculum change, namely the Merdeka Curriculum, has a unique appeal to parents of current students. English in elementary school will not be taught as a subject anymore. This decision came from a consideration that young children should know their mother tongue better than other languages. Parents of students already understand the importance of using and mastering foreign languages in everyday life. It happens because of the influence of the rapid penetration of the use of technology and the rapid influence of the internet in today's life. English is considered a requirement to increase competitiveness at the global competition level.

As English is a compulsory subject that is taught starting from the junior high school level, it needs adequate provision before students enter the junior high school level. For this reason, today-educational institutions generally managed by the private sector, have implemented, and included English as a compulsory subject, not only as local content. English has the urgency to be taught in line with Bahasa Indonesia as the National language. English is included in foreign language material that has been introduced since elementary school. In addition, kindergartens or pre-schools (TK) also likely include English as a foreign language as enrichment material(Nurnaningsih, 2021).

Nowadays, English is one of the most awaited subjects by students. This is due to the massive influence of social media, therefore, English has become a language that is quite familiar to be used daily by students. A new language is usually introduced, understood, practised, and automatized orally and aurally. Therefore, the solution to foreign language learning is to focus on words and interaction (Bewafa, 2015). Although the use at the informal level is only limited to code-mixing and following trends in the speaker's environment, at least many students can understand simple sentences. However, sometimes they merely feel bored and find that English is too difficult to learn because they have low motivation due to the way of teaching that also influences learners' motivation (Mardiana et al., 2021). Teachers tend to use traditional media such as puppets, reality, or pictures that make learners bored with learning English. Language Teaching

Media is designed to provide the students with theories on language teaching media and the opportunity to create innovative teaching media (Angelina, 2018).

In non-English speaking countries, students usually have weak performance in English teaching-learning. Students' weaknesses in English language learning are the result of the differences in social contexts, and cultural environments (Arianti, 2021). However, this does not necessarily interest students in learning English every hour. Teachers need to combine the use of interactive learning media, one of which is visualization in the form of videos, games, or infographics (Ciptaningsih et al., 2021).

Putting the difficulty of providing foreign language lessons, English subjects have been given to students at the elementary, junior high, and high school / vocational school levels. At SMP Negeri 24 Semarang, the English learning system still uses Microsoft PowerPoint. The presentation slides still lack images, animations, and sounds that can make the presentation slides more interesting. In addition, the appearance of the slides is still considered less attractive because it still uses the default design of the application. To provide facilities and learning media that are more interesting than slides with PowerPoint, researchers try to develop these learning media to be more interesting. It is easier for the digital native Generation Z to learn something by using project-based learning designed according to their interests. The development of this application is integrated with audio-visual learning, in which this application is equipped with voice-over, eye-catching material display, and equipped with self-assessment.

The development of animated videos for descriptive text learning in English subjects is classified as the development of audio-visual technology based on the concept of learning technology using instructional design, namely through the planning, production, and evaluation stages. The type of research used in this research was the type of research and development or Research and Development (R&D). Likewise, student assessments stated that the design had a positive response. The animated video consisted of 4 videos, namely an introduction video of Basic Competencies, Indicators, and Learning Objectives. They include a video containing pictures of historical buildings that serve as a stimulus, video explanations related to the descriptive text material, and a matter of writing.

Several research results are relevant or related to this research conducted by two researchers. First, Erna Susilawati, in her research entitled "Design of Interactive English Multimedia Learning Method Development," has found that using digital learning media greatly improves students' performance (Susilawati, 2018). She developed teaching media using Adobe Flash C3 to design a learning media using Adobe Flash CS3 on English subjects, including material and quizzes. This research aims to package English subjects to be fun so that students are interested in learning English. The advantage of this program is that it is easy to operate quizzes packed with interesting games, and the lessons raised are also quite diverse. The weaknesses of this program are the appearance and images that need to be more integrated with the background. The colour selection for the buttons and background could be more suitable, making it easier to read.

The second research was conducted by Bakti(Bakti, 2016) He developed an educative game to teach English for Grade 1 of elementary school. The program design includes educational games and learning media to introduce English lessons to Grade 1 students. The purpose of this research is to entertain students by playing the game; it can also sharpen students' awareness (Bakti, 2016). The advantages of this program are that the program is easy to operate and is equipped with educational games. The disadvantages of this program are the appearance of icons, buttons, and layouts that could be neater and more attractive. The page title displayed on the guess the picture game needs to be visible. Sulistyowati conducted similar research by which students taught using

PowerPoint for Procedure Text. This Classroom Action Research had a success rate where participants could reach the KKM of more than 85% (Sulistyowati, 2018).

Relating those researches aforementioned to this research, one can find a similarity, namely the design of English learning media as a tool in the learning process of English subjects. Some pivotal things are not included in the sphere of objectives and analysis at the previous two journals aforementioned, namely in the appearance and layout, and the selection of colours for the program design could be more attractive. Therefore, the researchers designed a learning media with a more attractive and suitable layout and colour selection to attract students' attention and interest in learning. This learning media can also be used for the autonomous learner or in a class in which it is situated in an online class or virtual learning. One of its advantages is that virtual learning can be flexible anytime and accessible everywhere (Arumsari & Octaviani, 2021).

Virtual learning as well as online learning will be easier to do if it is supported by a good user interface. The subject matter is presented with attractive visualization and arranged with illustrations that make it easy so that no oral explanation is needed as well as offline learning. The display of the subject matter is generally presented in the form of infographics as found in many social media accounts or online learning media. Infographics are designed to get an information-rich display. Both are used to present learning objectives and materials. Then to complement the material at the beginning, the resulting learning media is also equipped with assessment and measurement of understanding in the form of games at the end of the application. This media can still be developed for other materials and has the potential to be developed even better. Based on the aforementioned problems, the researchers then assumed that better visuals of learning media would improve learning goals and students' performance during and at the end of the lessons. Therefore, the researchers were interested in writing "Designing English Learning Media for Procedure Text using Adobe Flash."

2. Methodology

This research uses the Research and Development method. Educational research and development (R & D) is a process used to develop and validate educational products. In this study, the authors used the ADDIE model. ADDIE model was chosen because it is a recommended development model for developing learning tools (Mardiana et al., 2021). This study adapted the ADDIE model from Richey & Klein (2014), which stands for Analysis, Design, Development, Implementation, and Evaluation. It is a guide to developing the learning video for elementary learners. This model is commonly used to produce an effective design in the field of developing the media (Wahyuni & Tantri, 2020)

Figure 1. ADDIE Model

The steps of this process are usually referred to as the R & D cycle which consists of studying research findings pertinent to the product to be developed. The next step is developing the product based on the finding, field testing in the setting that will be used eventually, and will be revised to correct the deficiencies found in the field-testing stage. It indicates that the product meets its behaviorally defined objectives (Borg, W.R. & Gall, M.D. Gall. (1983). Educational Research: An Introduction. Fifth Edition. New York: Longman., n.d.)

The first phase of the ADDIE model called the analysis phase, was to analyze the seeking of the main problem in the physics learning process. Hence, the learning outcome, learning material, and learning assessment should be based on Indonesia's Curriculum 2013 for Junior High School (Gusmida & Islami, 2017).

In learning technology, descriptions of the procedures and steps of development research have been widely developed. Borg & Gall state that the development research procedure consists of two main objectives, namely: (1) developing the product and (2) testing the effectiveness of the product in achieving the objectives (Hendarto et al., 2019). Borg and Gall proposed a series of steps to be taken in this approach, namely "research and information collecting, planning, develop a preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation."(Borg, W.R. & Gall, M.D. Gall. (1983). Educational Research: An Introduction. Fifth Edition. New York: Longman., n.d.)

As the study adopted R&D for its methodology, the first objective is referred to as the development function, while the second is called validation. Thus, the concept of development research is more accurately defined as a development effort accompanied by its validation efforts. The methods used by the author in collecting data are interviews, observation, and literary study. The literature study research activity was done to describe, and interpret a concept of both models, then connect it, and form conclusions as the purpose of this study, namely to form an interactive multimedia development model in schools (Aka, 2019). An interview is a conversation between two or more people involving a speaker and the interviewer. In this case, the researchers interviewed the English teacher.

The researchers designed English learning media, including Procedure Text material for Class IX Semester 1, which is designed using Adobe Flash CS6. This learning media is expected to facilitate the learning process in Class IX H. Analysis of system requirements is very necessary for supporting the performance of the product to be made (Rejeki, 2018). System requirements support the formation of the objectives of a product, in this case, the creation of English learning media. The next stage is designing the system. There are steps in making the system design so that an Adobe Flash-based learning media about English subjects about the material will be created.

The next stage is to design the interface or appearance of the application. At this stage, the initial design of Adobe Flash-based English learning media products is expected to facilitate the author's design of learning media. The system testing stage was conducted to test the feasibility of applying learning media as a tool in the English learning process at SMP Negeri 24 Semarang, measured based on media and material experts' assessment (validation). User ratings of media profiles were declared appropriate to be used. From the results of the T-Test, the video animation showed a significant difference before and after. It proves that the treatment had successfully achieved the targeted object as the researchers assumed at the beginning of the study. The post-test score was getting better and confirmed that there was a strong effect of using animated videos on learning descriptive text. The amount of influence was analyzed by using the effect size. It can be

concluded, that the results of the effectiveness test indicated that this animated video was feasible to be used in descriptive text learning in English subjects (Ciptaningsih et al., 2021).

3. Result and Discussion

In this discussion, the application designing process will be presented in a structured manner. The development and design process of this application consists of three stages. The first stage is the design and preparation of materials. The material displayed in this application is obtained from the results of the 2013 Curriculum literature study and the material taught per the syllabus. In Procedure Text material, two types of discussion will be displayed. They are the Generic Structure and Language features of Procedure Text. Researchers have conducted literature studies on valid sources and documents. This material is then analyzed by the teacher and validated to be designed.

The next process is to design the components that will be displayed as a visualization of the material. In this process, the researchers used the CorelDraw X7. The picture below compares the designing and producing progress and the result of learning media for Procedure text created using Adobe Flash. The figure below is the display design process on each page, which is contained in the learning media made using CorelDRAW X7. The method of making using this application can be seen as shown below:
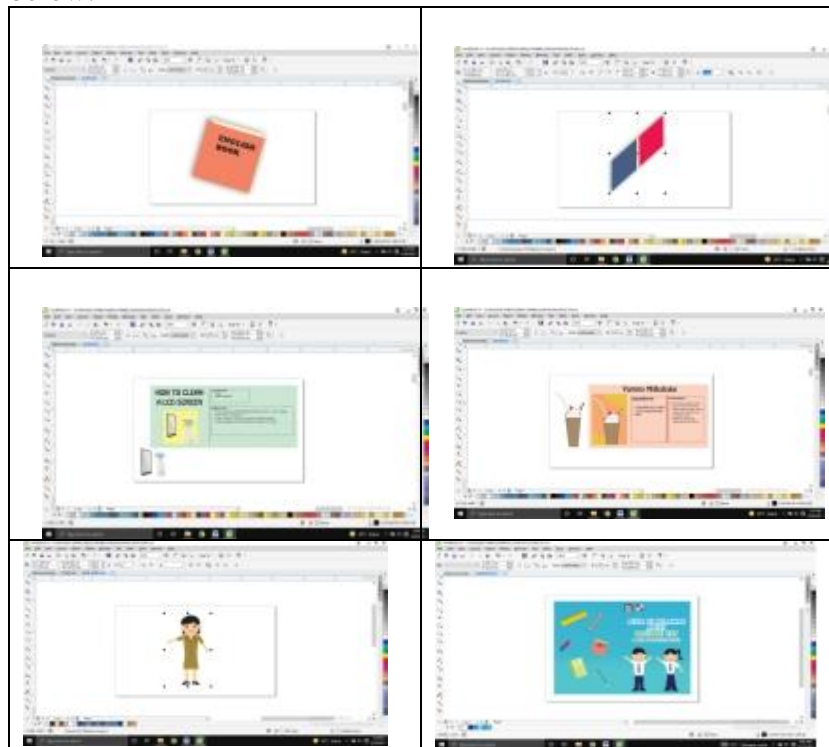
Figure 2: Designing Progress using CorelDraw X7

The image aforementioned is the process of creating each object on each page. Examples of the above pictures include a book, a glass of ice cream, a teacher, and two students. This process is done one by one in detail and is equipped with information on each page. In the design process, researchers used the CorelDRAW X7. This application is used to design objects in the application, such as students, teachers, books, and tools used to visualize objects in Procedure Text material.

After all the objects are created, they are arranged and reconstructed using the AdobeFlash application to assemble them into an animation that is easy to understand and fun to learn. At this stage, the process of making learning media products using Adobe Flash CS6 is explained, which will then be exported in .exe format. The following is the process of making the learning media:
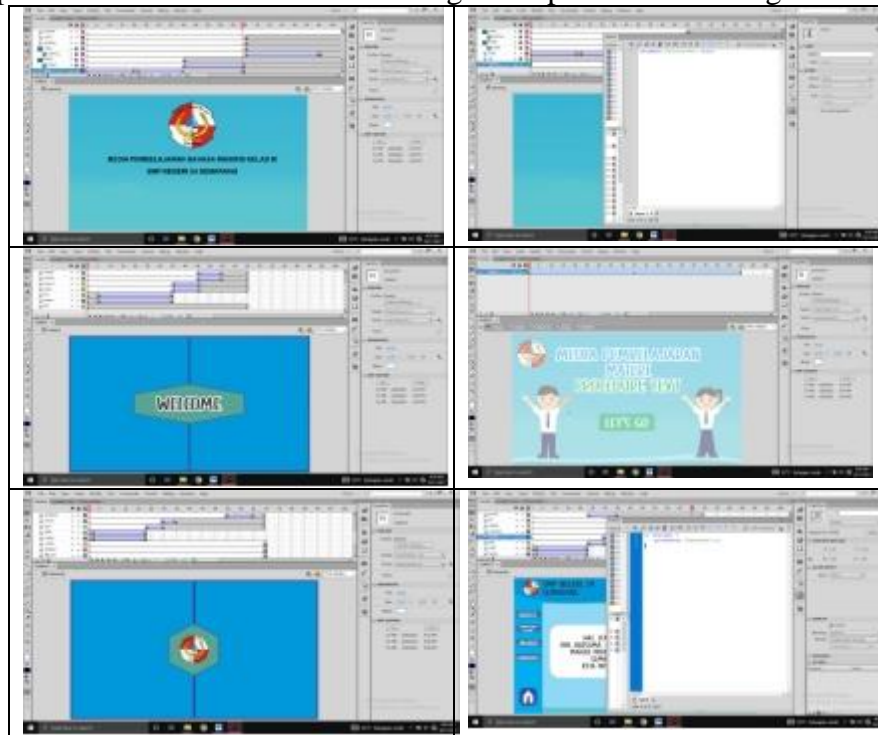
Figure 3: Designing Progress using Adobe Flash

The interface design process is quite complicated to produce a suitable product. After all components and objects are arranged, the researchers provide narration on each slide to provide oral explanations. This is done so that information is not only filtered from the process of reading the material but also involves listening skills. This integration is needed so that students can reconstruct information audio-visually.

Figure 4: Final Result of Learning Media

(Downloadable at https://drive.google.com/file/d/1AVhJYli2a7A-R6axg2G7veumWfAL4h2u/view?usp=share_link)

Product testing determines the feasibility of applying the product as a tool in the learning process of class IX H at SMP Negeri 24 Semarang. Testing is measured based on the assessment (validation) of media experts, material experts, and validation of product users. At the next stage, a validation test was conducted. Media experts carried out this validation test, and several indicators were obtained with the results in the following table:

NO	INDICATORS	1	2	3	4
1	Aesthetics of product appearance			•	
2	Use of colour			•	
3	Readability of text				•
4	Image clarity				•
5.	Button function				•
6	Appropriateness of button icon				•
7	Appropriateness of button navigation			•	
8	Appropriateness of narration voice			•	
9	Clarity of narration voice				•
10	The layout of the background, text, buttons, and animation				•
	SCORE			12	24
	TOTAL SCORE		36		

Table 1. Interface Readability Test

From the results of the questionnaire testing, which amounted to 10 indicators, the scores obtained are as follows:

A (Very good)   : 4 x 6 = 24
B (Good)   : 3 x 4 = 12
C (Fair)   : -
D (Not Good)   : -
Total   : 36

Value	Score	Range
A (Very Good)	4	31-40
B (Good)	3	21-30
C (Enough)	2	11-20
D (Not Good)	1	1-10

Table 2: Indicator Media Expert Validation Score

Based on the results of the above calculations, the media validation results are 36. This criterion is between 31-40, which is classified as very good. Thus, this learning media can be declared valid and suitable for use.

The next stage is testing the material presented in the learning media application. The material presented is tailored to each English teacher's needs in a particular class. For this reason, this material test is carried out independently by the teacher who teaches the object class.

NO	INDICATORS	1	2	3	4
1	Appropriateness of the name of the institution/company				•
2	The suitability of the profile of the institution/company presented				•
3	The suitability of the basic competencies and indicators presented				•
4	The suitability of the content of the material presented.				•
5.	The suitability of the image with the material presented				•
6	Clarity of the narrative presented			•	
7	The suitability of the narrative with the material/image presented			•	
8	The suitability of animation with the content of the material presented.				•
9	Suitability of evaluation questions with the material presented				•
10	The product is easy to operate				•
SCORE				6	32
TOTAL SCORE		38			

Table 3: Feasibility Test of Materials

From the results of testing the questionnaire, which has 10 indicators, the following scores are obtained:

A (Very good)   : 4 x 8 = 32
B (Good)   : 3 x 2 = 6
C (Enough)   : -
D (Not Good)   : -
Total Score   : 38

Value	Score	Range
A (Very Good)	4	31-40
B (Good)	3	21-30
C (Enough)	2	11-20
D (Not Good)	1	1-10

Table 4: Indicators of Material Expert Validation Score

Based on the results of the above questionnaire calculations totalling 38, this criterion is between 31 - 40, which is classified in the Very Good category. Thus, this learning media can be declared very valid and suitable for use. The following is the result of the interview conducted by the researchers with the English teacher.

No	Interview Result	
	Question	**Answer**
1	What learning methods do you use in class IX H Semester 1 SMP Negeri 24 Semarang during the learning process?	The methods are usually question and answer, discussion, and lecture.
2	What problems do you often encounter during the learning process in the classroom?	Some students do not understand the material given
3	How do you solve the problem?	Explain the material again and provide practice questions.
4	What are the learning resources you use while teaching English?	Package books from the Ministry of Education and Culture and other reference books, and then the material from the book is presented in a simple PowerPoint.
5	Have the students of class IX H Semester 1 SMP Negeri 24 Semarang ever used Adobe Flash-based learning media in the English learning process?	Never
6	Can Adobe Flash-based learning media increase students' interest in learning and ability in English subjects?	This learning media can increase students' interest in learning because students will feel happy with a different teaching

		method than usual.	
No	**Interview Result**		
	Question	**Answer**	
7	What do you think about the Adobe Flash-based learning media for English subject Procedure Text material that the researchers will make?	Very good. It makes it easier for teachers to deliver the material. The content of this learning media can be made simple, interesting, and fun for students.	

Table 5: Interview Result Overview

From the interview results above, it can be concluded that SMP Negeri 24 Semarang only uses printed books as the main source in the learning process. To support the learning process, a teacher needs to develop an interactive learning media that can make the atmosphere of the learning process fresher and more fun than before. Therefore, other data were gained through the questionnaire to support the hypothesis of the study.

The learning methods used at SMP Negeri 24 Semarang, especially in English class IX, still use the question-and-answer discussion and lecture methods. Some students still need to understand the lessons even though the teacher has explained the material again. The teacher concerned has never used learning media applications as learning aids. The teacher only uses books as the main source of the learning process. The teacher concerned also believes that the application developed by the author can attract and increase student interest in learning and make it easier for teachers to deliver the material. The following are the results of a questionnaire conducted by researchers with 23 students of class IX:

No	Statements	1	2	3	4	5
1	English lessons are fun.			7	10	6
2	The lesson material about Procedure Text is easy to understand		2	7	12	2
3	Using PowerPoint media makes the learning process boring		12	4	6	1
4	The display of PowerPoint could be more interesting because it only displays a few images, animations, and sounds.		11	6	4	2
5	The learning process will be more enjoyable if assisted by images,				9	14

No	Statements	1	2	3	4	5
	animations, and sound.					
6	Teachers need to use other learning aids in the learning process besides using PowerPoint.			7	10	6
7	The appearance of the application in the video above is interesting			4	17	2
8	The application is easy to use for students and teachers		1	7	11	4
9	The application can make the atmosphere of the learning process fun			7	11	5
10	The application can make it easier for students to understand the material			6	12	5

Table 6: Questionnaire Result

From the results of the questionnaire sent by researchers through Google Forms, some students still favour PowerPoint. On the other hand, students also feel that if the learning process is assisted by animation media, images, and sound, the learning process will be more enjoyable. Researchers have also inserted a video about the product's contents into the questionnaire form, and the student's response to the product is very good. Therefore, students feel that the learning process will be more enjoyable if they use a product like the one developed by the researchers.

4. CONCLUSION

Based on the results of tests, interviews, and observations of students, it can be concluded that the use of video and game-based learning media has a significant impact. Learners' learning outcomes have improved, and students feel interested in learning English compared to teaching using books and other conventional learning media. Furthermore, this application can still be developed for other English materials at higher education levels. In addition, this application can also be used widely and not only limited to one school. Based on the results of research, design, and testing of English learning media products for Procedure Text material.

The resulting product can be an interesting learning tool because it has combined elements of images, animation, and sound that are packaged into one and then added by providing navigation buttons to produce interesting learning media. This product can help teachers learn because the material delivery will be easier and more effective. Students become more interested in learning the material provided with this learning tool, which can support and improve student achievement.

Based on research from the design of this learning media, there are several suggestions to the author for future research to be developed to be even better, including Researchers are expected to present learning media with different subject matter. The development of learning media is expected to be accessed using a smartphone so that it will be more practical and flexible to use.

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Inflectional and Derivational Affixes on Song Lyrics in Justin Bieber's *Justice* Album

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ABSTRACT

In the field of linguistics, morphology is known which includes morphemes which are the smallest components of language, namely bound morphemes and free morphemes. In this study, bound morphemes including inflectional and derivational affixes are used. Thus, this study aimed to investigate the process of word formation and classify the types of inflectional and derivational affixes in song lyrics on Justice Justin Bieber's album. This research used descriptive qualitative. The sampling technique in this study used purposive sampling. Using the data analysis method, the researchers collected data through the *Spotify* application that contains inflectional and derivational affixes in each song's lyrics. The findings in this study showed that there are 88 words in the data table on song lyrics of Justin Bieber's Justice Album. Thus, the data contains 60 words in inflectional, 22 words in derivational (suffixes) and 6 words in derivational (prefixes) affixes used. Researchers can show readers, teachers and other researchers that learning a language is not enough just by listening to songs.

Keywords: Inflectional, derivational, affixes, song lyrics.

1. INTRODUCTION

Word is one of the lingual units in a language. Language is a way of learning interaction that can be heard, spoken, and written between individuals trying to understand or convey ideas and information. Sarakahm(2023) defines a language as a finite system of components and constraints that allow people to compose sentences to complete certain communication tasks. However, readers who want to learn a language will go through song lyrics and vocabulary will be an easy way to understand what's in a song and see how the words contained can be formed. Meanwhile, language itself can be studied utilizing a field of study called linguistics. Based on Palupi, et al. (2021), believed that linguistics is used to refer to the scientific study of language or to the science of language. In other words, people will be aware that linguistics and language are intertwined and demanding to distinguish from one another because they are components of language.

Linguistics includes morphology, syntax, phonetics, phonology, semantics, and pragmatics as well as other patterns based on Harahap(2022). Additionally, linguistics is a field of the study of morphology. The linguistic branch of morphology that deals with words, internal structure, and word formation is the mental process involved in word formation. Additionally, as a set of classifications and guidelines for word creation and interpretation that are applied in varied ways and appear in linguistics as a better pattern, based on Gilakjani (2017). In other words, morphology refers to this study which provides short language words made of units of form and meaning, which can assist people in learning language.

Combining words creates new words that express the statement. The statement can be broken down

into its bare minimum and essential units. The smallest linguistic units, known as morphemes, are divided into two categories: free and bound morphemes, as reported by Tariq et.al (2020). The term "free morpheme" refers to a morpheme that can be used as a word on its own in a phrase and function freely, as opposed to a "bound morpheme," which cannot stand alone. However, this research will focus on related bound morphemes to people for learning word forming. Bound morphemes involve both inflectional and derivational morphemes. Wulandari, D.T., & Sayekti (2022) state that bound morphemes helps people constitute vocabulary in learning the process of word formation.

Nuril, et al (2017) defined derivational morphemes are those that create a new lexeme from a base, whereas inflectional morphemes do not modify the root class. Grammatical information on the meanings of the words attached to inflectional morphemes and their derivations can be found in Greatness based on Hamka (2014). The linguistic process of inflexion creates a variety of the same word. Inflexion fields generate many variations of the same word, as opposed to fields that generate separate words. Based on Siboro & Bram (2020), a combination of root words and grammatical functions leads to the infection of word formations. Additionally, morphemes that are attached to a root connect all affixes, demonstrating that all affixes are morphemes that combine base words to form new word meanings and new classes.

According to Purwanti (2020), affixes can be put at the beginning, middle, end, or both the beginning and end of words. For instance, the meaning of the term "diamonds" in Justin Bieber's song "Anyone" from the Justice album does not alter the word's classification. Thus, the world is an Inflectional Morpheme that doesn't change its classification. When the suffix -s is added, the word "diamond" is only described as plural; if it is not, the word is only stated as singular. Diamond is a noun. Therefore, people will be learning words that have been formed from basic words with the addition of morpheme. The morpheme appears as an affix (addition), prefix, or suffix (prefix, or suffix). A term that has this morpheme affixed to it is then referred to as a derivational affix. Furthermore, another example of "forget" is a verb. If it is altered with the derivational "- ful," it produces the adjective "forgetful".

Many inflectional and derivational affixes have been discussed in previous studies. The form of affixation is in song lyrics and the main focus of the research is to find out how the affixation process is contained in the text of the song lyrics entitled "Hall of Fame" (Meinawati & Alawiyah, 2018). The other songs have their patterns of derivation and inflexion found in previous studies. The author finds the use of endings and prefixes that have their respective functions in the words that are formed Dermawansyah, et.al (2022). The same analysis is the affixes of Adele's song lyrics on her last album (Yastanti & Warlina, 2018). The writer finds inflectional affixes on word class rules. Not only in song lyrics, derivation or inflexion patterns are also carried out in the Tempo.co newspaper (Fitria, 2020).

Most of the previous research examined inflectional affixes. The difference between this study and previous researchers is that most of the research only focuses on inflectional affixes, but researchers will analyze and investigate words related to inflectional and derivational affixes by determining the relationship between the two in English in the field of linguistics. Even so, the researchers try to highlight how interesting it is that song lyrics have a relationship between root words and affixes with terms that develop in each type of inflexion and derivation affixes. In this study, researchers interested in using song lyrics to be explored as a potential statement will be examined. Almusharraf, (2018), songs can also be used as a useful resource for learning English quickly through listening skills and are also suitable for knowing the word-forming vocabulary created by the linguistic field of affixes and inflectional derivatives. According to Faisal, (2023), a song is an art form composed of a collection of words in the form of lyrics accompanied by instruments and music, following the definitions found in literary works.

According to researchers inflectional is a word formation process in which affixes(only suffixes) are added to the basic form of words to express grammatical meanings. Inflectional affixes do not change the cognitive meaning and are only capable of changing word forms. There are no inflectional prefixes in English at the moment. For instance, don't alter the meaning of a sentence's component; for instance, smart and smarter are both adjectives. The term "derivational" refers to words that are created from fundamental words that have affixes, which can be either prefixes or suffixes. In contrast to the base term, the new word that results might not be pertinent. Recent words gain new meanings and are frequently utilized as speech constituents thanks to derivation suffixes. For example, in the word realize with the base word real (adjective) with the final suffix -ize then change the word class to (verb).

Song is a part of literature which is a way of communication. Lyrics are the words of a song which can include a series of verses, a longer part of the song that tells the story, and the chorus, a short phrase that is repeated at the end of each verse (Purnomo et al., 2022). Song refers to a piece of music that has words, especially popular songs heard on the radio or other platforms. Songs can have a simple structure of one or two verses or a more complex structure with many verses and refrains. Songs usually have a meter or beat. Whether we sing or say the lyrics, we can feel a pattern or pulse in the way the words move the song. Language in song lyrics is synonymous with beautiful and poetic language because, in addition to expressing feelings or ideas by the songwriter, song lyrics are also intended to provide an entertaining effect.

The researchers investigate the use of inflectional and derivational affixes in linguistics for readers who want to learn them as well as improvements or additions to prior research by identified. Therefore, affixes in song lyrics can become statements in exploring the formation of words that have roots in addition to affixes. The researchers also focus on the world of education as a reference which aims to apply learning English through songs by listening to and learning the process of forming the vocabulary formed in the song. Researchers investigate the development of new word classes and the discovery of new terms from basic words in linguistics. This study tries to find out how the words in songs are created and what types of word classes are used in English inflectional and derivative affixes by examining the affixes in the lyrics of Justice Justin Bieber's album song.

2. METHODOLOGY

The method used to solve the research questions is described in this section. In this study method, the researchers use a qualitative descriptive method to examine the data to examine the presence of affixes and inflectional derivatives in the lyrics of Justin Bieber's album Justice. According to Agatha, et al. (2022), the qualitative method is a form of research that defines the data used to analyze a pattern or structure. As a result, the researchers use word structures that are suited for inflectional and derivational affixes in the lyrics of Justin Bieber's latest album to apply the data in words. Descriptive qualitative study that collects data in the form of words, movies, or images rather than statistics or figures (Jimmi and Sulaeman, 2022). Therefore, the researcher used this method to analyze the data because it included more words, phrases, and sentences from Justice Justin Bieber's album.

2.1. Research Design

The most essential thing in research is the availability of research design to get knowledge about the research. This study uses song lyrics from Justin Bieber's *Justice* album as the data source. The research data analysed the words in Justin Bieber's song on the album *Justice* that consist of inflectional and derivational affixes through the *Spotify* application. The researchers be able to identify and investigate the wide variety of inflected and derivation affixes conveyed in Justin Bieber's song lyrics. There are 25 songs on this album and these are all songs from *Justin Bieber's*

Justice album: *2 Much, Deserve You, As I Am, Off My Face, Holy, Unstable, Die For You, Wait, Someone, Ghost, Peaches, Loves You Differently, Loved by You, Lonely, MLK Interlude,* along with songs that have never been released are: *There She Go, Lifetime, Wish You Will, I can't be Myself, Know no Better, Name, Red Eye, Hailey, Angels Speak*, and so on. However, the researcher only examined 10 songs including; *2 Much, Deserve You, Anyone, Somebody, Ghost, Hold On, Love You Different, Lifetime, Lonely*, which with consideration. The researchers use purposive sampling, and the researchers determine the special characteristics according to the research objectives and what the researchers will analyze or refer to on words containing affixes and inflected derivations that are classified in the selected tracklist.

2.2. Instrument

Instruments are tools that researchers use to collect data to achieve their research objectives (Plag, et al. (2017). Words and phrases are used as instruments to consolidate entities in linguistics as a linguistic study of word forms. The main instruments in this research are the words of the researchers as statements. This means that the researcher himself is the instrument for this research. This method is used as an instrument because researchers assume that people are the main source of analytical data collection. The role of the researcher is to collect, identify, and investigate words with inflectional affixes and derivations.

2.3. Data Collection Technique

This study used a table analysis to collect and obtain data. Several steps were taken by the researchers in this study. There are several steps, first, researchers seek instead for lists of song lyrics in Justin Bieber's album Justice and make a playlist on Spotify application by link https://open.spotify.com/playlist/1wcH5OAcAvGkonoK4pgoUq?si=NAzHxnp8RAmsvqeYWXmLh A&utm_source=copy-link. Second, researchers listened to songs while read song lyrics from the Justin Bieber's Justice Album song playlist on the Spotify application that has been made. After collecting the song lyrics on *Spotify*, the researcher read while recording all of the words from Justin Bieber's *Justice* album songs and instead recognized the words that contained inflectional and derivation affixes. Finally, after recognizing the words with inflectional affixes and derivations, the researchers selected the data by screenshotting and marking the song lyrics on *Spotify*.

Screenshot picture 1. In the example of selected data with the title of song lyrics "2 Much", the researchers used yellow highlighting to analyze inflectional and derivational affixes
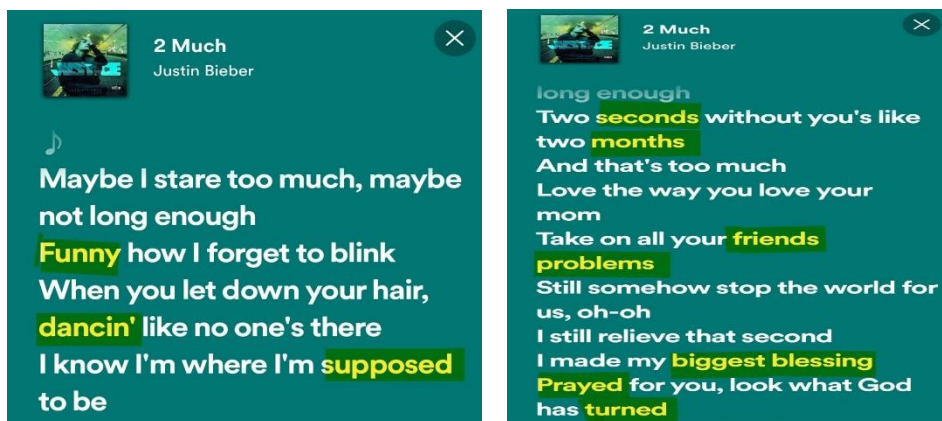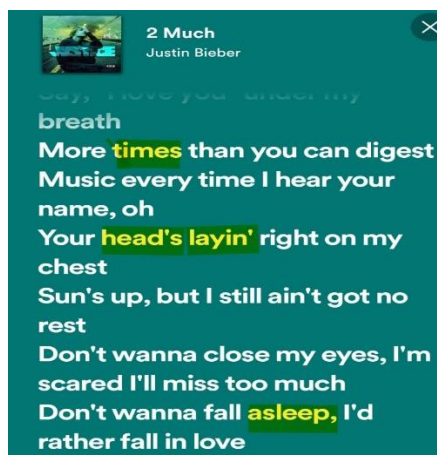
2.4. Data Analysis Technique

This research used descriptive qualitative data analysis. The steps in analyzing the data were as follows, First, the researcher listens to Justin Bieber's Justice album thereby reading and recognising the song lyrics data. Second, the researcher detects and highlights the words provided in inflectional and derivation affixes. Third, the researchers classified the words in the table and then made a list to identify and classify affixes for each word, which includes prefixes, suffixes, and infixes related to inflectional and derivational affixes. After creating the table, the researcher looked into inflectional affixes and derivations discovered in Justin Bieber's Justice album, which had grammar rules and word class changes. Then, the researcher selects words on the morpheme classification of inflectional and derivational affixes through Justin Bieber's album Justice.

Table 1
Analysis of the Use of Inflectional and Derivational Affixes in
"2 Much" Song Lyrics

No	Word	Root	Inflectional	Derivational Prefix	Derivational Suffix	Classification
1.	Funny (adj)	Fun (n)			-y	Derivational Suffix
2.	Dancing (n)	Dance(verb)			-ing	Derivational Suffix
3.	Supposed (adj)	Suppose(verb)			-ed	Derivational Suffix
4.	Laying (Pre. Participle)	Lay(verb)	-ing			Inflectional
5.	Head's (possessive)	Head (n)	-'s			Inflectional
6.	Scared (adj)	Scare (verb)			-ed	Derivational Suffix
7.	Friends (plural noun)	Friend (n)	-s			Inflectional
8.	Problems (plural noun)	Problem (n)	-s			Inflectional
9.	Biggest (adj)	Big (adj)			-est	Derivational Suffix

No	Word	Root	Inflectional	Derivational		Classification
10.	Turned (Verb 2)	Turn (verb)	-ed			Inflectional
11.	Times (plural noun)	Time (n)	-s			Inflectional
12.	Asleep (adj)	Sleep (verb)		a-		Derivational Prefix
13.	Blessing (n)	Bless (verb)			-ing	Derivational suffix
14.	Prayed (Verb 2)	Pray (verb)	-ed			Inflectional

   Based on the table above, the researchers concluded that there are fourteen affixes in the lyrics of the song "2 Much" consisting of seven inflected affixes and seven derived affixes. The words contained in the song lyrics are inflectional by using word classes belonging to -s, -s, -ed and -ing in affixes. Then only found 1 derivation of prefixes and derivations of suffixes, mostly -y, -ed, -est, and -ing which experienced word class changes from their base words. All of these data findings describe changes in part of speech from basic words to the same class of words, inflectional affixes and changes to different word classes in derivational affixes, as shown in the table above.

3. RESULTS AND DISCUSSIONS

3.1. Results

   The results of this study that found on the data, the researchers explained the process of inflectional and derivational affixes and clarificated word classes from inflectional and derivational affixes which are widely used in song lyrics on Justin Bieber's Justice album. In this section, there are two points of explanation, First, the inflectional and derivativational affixes are found and second, describes the class of words that contain inflected and derivation affixes used in the song lyrics on Justin Bieber's album Justice. To facilitate the discussion of research results, the data is presented in the table below:

Table 2
Analysis of the use of Inflectional and Derivational Affixes in
"Deserve You" Song Lyric

No	Word	Root	Inflectional	Derivational		Classification
				Prefix	Suffix	
1.	Thoughts (n)	Think(V)			-s	Derivational Suffix
2.	Slipped (adj)	Slip(verb)			-ed	Derivational Suffix
3.	Hands (Plural Noun)	Hand(n)	-s			Inflectional
4.	Giving (adj)	Give(verb)			-ing	Derivational Suffix
5.	Asleep (adj)	Sleep(n)		a-		Derivational Prefix
6.	Things (Plural noun)	Thing(n)	-s			Inflectional
7.	Showed (V2)	Show(verb)	-ed			Inflectional
8.	Alive (adj)	Live(verb)		a-		Derivational Prefix

   Based on the table above, the researchers concluded that there are eight affixes found in the lyrics of the song "Deserve You" consisting of three inflectional affixes, three derived affixes and two derived prefixes. The words contained in the song lyrics are inflectional by using word classes belonging to -s and -ed in affixes. Then, the words found are -s, -ed, and -ing in the derivation of the endings that change the base word class into a new word class and the derivation of prefix 2 -a changes the word

class. The data findings are described by word class changes from basic words to the same word class, inflectional affixes and different word class changes in derivation affixes, as shown in the table above.

Table 3
Analysis of the Use of Inflectional and Derivational Affixes in
"Unstable" Song Lyrics

No	Word	Root	Inflectional	Derivational		Classification
				Prefix	Suffix	
1.	Overthink (Verb)	Think (Verb)		over-		Derivational Prefix
2.	Abandoned (V2)	Abandon(verb)	-ed			Inflectional
3.	Tried (V2)	Try (verb)	-ed			Inflectional
4.	Showed (V2)	Show (verb)	-ed			Inflectional
5.	Adored (V2)	Adore (verb)	-ed			Inflectional
6.	Loved (V2)	Love (verb)	-ed			Inflectional
7.	Pieces (plural noun)	Piece(n)	-s			Inflectional
8.	Unstable (adj)	Stable(adj)		u-		Derivational Prefix
9.	Judged (V2)	Judge (verb)	-ed			Inflectional
10.	Memories (Plural noun)	Memory(n)	-es			Inflectional
11.	Listening (pre. participle)	Listen (verb)	-ing			Inflectional
12.	Watching (pre. participle)	Watch (verb)	-ing			Inflectional

Based on the table above, the researchers concluded that there are twelve affixes in the lyrics of the song "Unstable" consisting of ten inflected affixes, and two derivational prefixes. The words contained in the song lyrics are inflectional by using word classes belonging to the affixes -s, -ing and -ed. Then found the -un and -over words in the prefix derivation which changed the base word class into a new word class. The data findings are described by changes in word class from basic words to the same word class, inflective affixes and different word class changes in derivation affixes, as shown in the table above.

Table 4
Analysis of the Use of Inflectional and Derivational Affixes in
"Anyone" Song Lyrics

No	Word	Root	Inflectional	Derivational		Classification
				Prefix	Suffix	
1.	Diamonds (Plural Noun)	Diamond (N)	-s			Inflectional
2.	Looking (Pre. Participle)	Look (Verb)	-ing			Inflectional
3.	Things (Plural Noun)	Try (verb)	-s			Inflectional

Based on the table above, the researchers concluded that there are three affixes in the lyrics of "Anyone" which only consist of inflected affixes. The words contained in the song lyrics are inflectional by using word classes belonging to the affixes -s and -ing. The findings of the data are described as inflectional with affixes that have different grammatical functions but do not change the word class because they always follow derived affixes.

Table 5
Analysis of the Use of Inflectional and Derivational Affixes in
"Somebody" Song Lyrics

| No | Word | Root | Inflectional | Derivational | | Classification |
				Prefix	Suffix	
1.	Things (Plural Noun)	Thing (N)	-s			Inflectional
2.	Needed (Past Tense)	Need (Verb)	-ed			Inflectional
3.	Believed (Past Tense)	Believe (Verb)	-ed			Inflectional
4.	Needs (3rd person singular)	Need (Verb)	-s			Inflectional
5.	Remind (Verb)	Mind (N)		re-		Derivational Prefix
6.	Looking (Pre. Participle)	Look (Verb)	-ing			Inflectional
7.	Spanning (Noun)	Spin (Verb)			-ing	Derivational Suffix
8.	Grateful (Adj)	Grate (Verb)			-ful	Derivational Suffix
9.	Being (Pre. Participle)	Be (Verb)	-ing			Inflectional
10.	Letting (Noun)	Let (Verb)			-ing	Derivational Suffix

Based on the table above, the researchers concluded that there are ten affixes in the lyrics of "Somebody" consisting of six inflectional affixes, one derivational prefix and three derivational suffixes. The words contained in the song lyrics are inflectional by using word classes belonging to the affixes -s, -ing and -ed. Then found the word -re in the derivational prefix which changes the base word class to a new word class. Then, found affixes -ing, and -ful in derivational suffixes. The data findings are described by changes in word class from basic words to the same word class, namely inflectional affixes and changes in different word classes in derivational suffixes, as shown in the table above which correspond to the phrases found by the researchers in the song lyric.

Table 6
Analysis of the Use of Inflectional and Derivational Affixes in
"Ghost" Song Lyrics

| No | Word | Root | Inflectional | Derivational | | Classification |
				Prefix	Suffix	
1.	Thinks (3rd person singular)	Think (Verb)	-s			Inflectional
2.	Nights (Plural Noun)	Night (Noun)	-s			Inflectional
3.	Crossed (Past Tense)	Cross (Verb)	-ed			Inflectional
4.	Borrowed (Past Participle)	Borrow (Verb)	-ed			Inflectional

Based on the table above, the researchers concluded that there are affixes in the lyrics of "Ghost" which only consist of four inflectional affixes. The findings of the data with -s and -ed affixes which are described are inflectional affixes with changes in the part of speech in words but no change in word class from basic word to word class after adding affixes. The data as shown in the table above

corresponds to the phrases found by the researchers in the song lyrics.

Table 7
Analysis of the Use of Inflectional and Derivational Affixes in
"Hold On" Song Lyrics

| No | Word | Root | Inflectional | Derivational | | Classification |
				Prefix	Suffix	
1.	Painting (Noun)	Paint (Verb)			-ing	Derivational Suffix
2.	Stars (Present Singular)	Star (Verb)	-s			Inflectional
3.	Feeling (Noun)	Feel (Verb)			-ing	Derivational Suffix
4.	Mistakes (Plural Noun)	Mistake (Noun)	-s			Inflectional
5.	Connection (Noun)	Connect (Verb)			-ion	Derivational Suffix
6.	Feels (3rd person singular)	Feel (Verb)	-s			Inflectional
7.	Loses (3rd person singular)	Lose (Verb)	-s			Inflectional

Based on the table above, the researchers concluded that there are affixes in the lyrics of the song "Hold On" which only consist of seven affixes. The findings of the data described four data inflectional affixes with the affix -s by changing the part of speech in the word but there is no change in the word class from the base word to the word class after adding the affixes. Then the findings of three derivational suffix data with -ion and -ing affixes are described by changing the part of speech in the word and experiencing a change in the function of the word class in the basic word to become a word class after the addition of the affixes. The data as shown in the table above corresponds to the phrases found by the researchers in the song lyrics.

Table 8
Analysis of the Use of Inflectional and Derivational Affixes in
"Love You Different" Song Lyrics

| No | Word | Root | Inflectional | Derivational | | Classification |
				Prefix	Suffix	
1.	Used (Past tense)	Use (Verb)	-ed			Inflectional
2.	Making (Noun)	Make (Verb)			-ing	Derivational Suffix
3.	Looking (Pre. Participle)	Look (Verb)	-ing			Inflectional
4.	Covers (3rd person singular)	Cover (Verb)	-s			Inflectional
5.	Promises (Plural Noun)	Promise (Noun)	-s			Inflectional
6.	Burning (Present Participle)	Burn (Verb)	-ing			Inflectional
7.	Bumps (Plural Noun)	Bump (Noun)	-s			Inflectional
8.	Rubbers (Plural Noun)	Rub (Verb)			-er + -s	Derivational Suffix
9.	Lips (Plural Noun)	Lip (Noun)	-s			Inflectional

Based on the table and song list, the writer can conclude that there are affixes in the lyrics of the

song "Love You Different" which only consist of nine affixes. The findings of the data described seven data inflectional affixes with -s, -ed, and -ing affixes by changing the part of speech in the word but there was no change in word class from basic word to word class after adding affixes. Then, the data are found of two derivational suffixes with -ing affix and there was a change in the base word *"rub"* added to the -er affix which changed the word class from verb to noun to *"rubber"* and the word undergoes a second change by adding the -s affix which changed to *"rubbers"* which described as a derivational suffix in the part of speech in the word and changed the function of the word class in the base word to a word class after the addition of affixes. The data as shown in the table above corresponds to the phrases found by the researchers in the song lyrics.

Table 9
Analysis of the Use of Inflectional and Derivational Affixes in
"Lifetime" Song Lyrics

No	Word	Root	Inflectional	Derivational		Classification
				Prefix	Suffix	
1.	Falling (Present Participle)	Fall (Verb)	-ing			Inflectional
2.	Names (Plural Noun)	Name (Noun)	-s			Inflectional
3.	Darkest (Superlative Adj)	Dark (Adj)	-est			Inflectional
4.	Parts (Plural Noun)	Part (Noun)	-s			Inflectional
5.	Blessings (Plural Noun)	Bless (Verb)			-ing + -s	Derivational Suffix
6.	Lessons (Plural Noun)	Lesson (Noun)	-s			Inflectional
7.	Learned (Past tense)	Learn (Verb)	-ed			Inflectional
8.	Others (Plural Noun)	Other (Noun)	-s			Inflectional

Based on the table and song list, the writer can conclude that there are affixes in the lyrics of the song "Lifetime" which only consist of eight affixes. The findings of seven data inflectional affixes with -s, -ed, and -ing affixes are described by changing the part of speech in the word but there is no change in word class from basic word to word class after adding affixes. Therefore, the finding found of the affix -est in the change of the base word with the class of adjective to the superlative adjective in the word *"darkest"*. Then the finding of the data are found of derivational suffixes by changing the affixes twice with the prefix changed the affix -ing to the root word *"bless"* to *"blessing"* which did not change the class of words that became inflectional affixes, but the word underwent a second change by changing the part of speech becomes *"blessings"* by adding the -s affix and changing the word class from the present participle to plural noun which is described as a derivational suffix by changing the part of speech in the word and changed of the function of the word class on the base word to the word class after the addition of affixes. The data as shown in the table above corresponds to the phrases found by the researchers in the song lyrics.

Table 10
Analysis of the Use of Inflectional and Derivational Affixes in
"Lonely" Song Lyrics

No	Word	Root	Inflectional	Derivational		Classification
				Prefix	Suffix	
1.	Knows (3rd person singular)	Know (Verb)	-s			Inflectional

No	Word	Root	Inflectional	Derivational		Classification
2.	Feels (3ʳᵈ person singular)	Feel (Verb)	-s			Inflectional
3.	Looking (Noun)	Look (Verb)			-ing	Derivational Suffix
4.	Steady (Adjective)	Stead (Noun)			-y	Derivational Suffix
5.	Seeing (Noun)	See (Verb)			-ing	Derivational Suffix
6.	Lives (3ʳᵈ person singular)	Live (Verb)	-s			Inflectional
7.	Changed (Past tense)	Change (Verb)	-ed			Inflectional
8.	Older (Comparative Adj)	Old (Adj)	-er			Inflectional
9.	Killing (Present Participle)	Kill (Verb)	-ing			Inflectional
10.	Listening (Present Participle)	Listen (Verb)	-ing			Inflectional
11.	Lonely (Adjective)	Lone (Adj)			-ly	Derivational Suffix
12.	Criticized (Past tense)	Criticize (Verb)	-ed			Inflectional
13.	Things (Plural Noun)	Thing (Noun)	-s			Inflectional

Based on the table and song list, the writer can conclude that there are affixes in the lyrics of the song "Lonely" which only consist of thirteen affixes. The findings of nine inflectional affixes with affixes -s, -ed, -ing and -er were described by changing the part of speech in the word but there was no change in word class from basic word to word class after adding affixes. Therefore, the findings found affixes -y, -ly, and -ing in the four derivational suffix data with changes in the part of speech of words and changes in word class from basic words that experience additional affixes. The data shown in the table above corresponds to the phrases found by the researchers in the song lyrics.

3.2. Discussions

This part provides discussions relevant to the research problems. As indicated by thequantitative analyses in the previous section, the research results showed that English with a vocabulary component through song lyrics can strengthen education and learning of language in applied linguistics in the form of affixes to inflectional and derivational affixes found in the lyrics of Justin Bieber's album Justice song. The data in the findings table above shows that there are two types of affixes used in the song lyrics on Justin Bieber's Destination album. The types of affixes are inflectional and derivational suffixes and prefixes. Also, there are no extravagant additions to the lyrics of the songs on Justin Bieber's Justice album.

According to Ummi Masitoh (2021), in the inflectional process, only changes were made to the suffix endings in the lyrics of the songs on Justin Bieber's Destination album. The affix ending in the inflectional only changes the part of speech in the base word to a word change with the addition of affixes but does not change the word class. Inflectional affixes are found at the end of basic words with the types of endings that are often found are -s, -ed, -ing and other types of endings such as -est, and -er which are superlative and comparative degrees which are found in inflectional affixes. In the derivational process, affixes can change at the prefix and suffix. The prefix is placed in front of the root

or word base with the types of derivational suffixes found re-, a-, over-, un-, and the suffix is added at the end of the root or word base. The types of suffixes found are -y, -ion, -ful, -er, -ly, -ed, -s, -ing.

In the derivational suffixes found, they can be divided into three based on the function of the new words they form. The first is the formation of nouns. This happens when other parts of speech, such as verbs and adjectives, turn into nouns because the -ion and -y suffixes are added. The second is the adjective-forming ending. This occurs when other parts of speech such as verbs and nouns turn into adjectives. Adjective-forming endings including -ful in the data table above have been found. The third is an adverb that forms the ending –ly. Adverb-forming endings occur when other parts of speech such as verbs, adjectives, and nouns turn into adverbs. This research showed that the function of these suffixes will help readers of Justin Bieber's song lyrics to know the meaning of the words added to these suffixes. Whereas, prefixes usually do not change the word class of the root word or basic word, but are added to create new words with the same word class and different meanings. The types of prefixes found were re-, un-, a-, and over- in the words found in Justin Bieber's song lyrics.

The tables of data collection above show that the most commonly used affixes are suffixes, especially the -s and -ed suffixes which are used to derive verbs. The conclusion that can be drawn from these data is that the -s and -ed suffixes are the most productive verbal suffixes that change the word class of the base word with the presence of the suffix. It can be said that the -s and -ed endings make a lot of contributions to deriving English verbs as learning in the field of education through the application of linguistics related to affixes. Based on the research findings, inflectional and derivational affixes provide a clear explanation of the sentence status of the song lyrics in Justice Justin Bieber's album. The use of inflectional and derivative affixes in the song lyrics on Justin Bieber's album is intended because the songwriters want to make the song interesting and pleasant to hear. Sometimes writers play with words by adding affixes to basic words that can become new words. Therefore, a new word can appear in the use of the song. This research regarding word affixes in the lyrics of the song makes the process of word formation in the field of linguistics in English.

4. CONCLUSION(S)

The findings showed that this study has data of 88 words in 10 songs on Justice Justin Bieber's album. Concluding the data that has been described in the data description table it shows that in the songs found 60 words contain inflexions, 22 derivative words (suffix) and 6 words of derivation (prefix) indicate that inflective and derivation affixes are used in Justice Justin Bieber's album. There are several types of affixes used. They are inflectional affixes and derivational affixes (suffixes and prefixes). There are no infixes used on the Justin Bieber Justice Album song. The most commonly used inflectional types are -s, -ed, -ing, -est, -er. This affix only changes the speech part in writing and pronunciation but does not change the word class. However, the types of derived prefixes found are over-, un-, a-, and re-. The types of derived suffixes found are -y, -ion, -ful, -er, -ly, -ed, -s, -ing. Derivational Affixes can be used to reduce nouns, adverbs, and adjectives from other words that have a part of speech such as verbs and adjectives. They make an important contribution in changing new words from root words.

Researchers can show that learning a language is not only from listening to songs but also from knowing the formation of English words. Word formation can be used as material for studying English in related components such as vocabulary and educating about applied linguistics. The basis or root that attaches the affix comes from the process of language in linguistics. These affixes can form new words with different parts of speech and meaning. This will enrich language resources for English learners. At the end of this study, the researcher would like to provide some suggestions that are expected to be useful for teachers in the fields of linguistics and education, and also useful for future researchers as

well as readers and music lovers as language learners. To develop this research, it is suggested that future researchers should focus on the process of inflexion and derivation of affixes in linguistics and their application in education. Future researchers can compare the processes of affixes and inflectional derivations between English and/or other languages. Researchers suggest developing this research by using objects and data sources as well as research methods that are different from other techniques. The researchers also suggest that the students learn of inflectional and derivational affixes through the song Justin Bieber's Justice Album and or in other English songs because the research showed that affixes can change parts of speech and also create new meanings that can add to their vocabulary.

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Metaphorical Meaning of Taylor Swift's *Reputation* Album: A Semantic Approach

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ABSTRACT

Taylor Swift is a famous singer-songwriter, and her songs are enjoyed by people worldwide. One of her well-known works is a studio album called *Reputation*. This album is composed of many metaphors as figurative language, which is sometimes hard to understand. However, to run the communication well, listeners have to understand the message the songwriter wants through this album. Due to this importance, the researchers studied the *Metaphorical Meaning of Taylor Swift's Reputation Album* study. This study aims to examine the meaning of the metaphorical phrases in the album based on Leech's metaphoric rule and Yule's meaning theory. The data were analyzed by the qualitative method along with a questionnaire, as a part of the quantitative approach to support data validation, mainly filled by Taylor Swift fans and people who often listened to her songs. The research findings show that all denotative meanings are like the connotative ones in the sense of semantic properties, which are abstract and build patterns. The findings are expected to make listeners better know and understand the metaphors and their meanings in the *Reputation* Album.

Keywords: metaphorical meaning, *Reputation* Album, semantic approach

1. Introduction

Humans are social beings, and communication is a necessary part of society. Humans can communicate with each other through language as a tool of communication. Through language, one can convey the information they want to share, express their wishes, ask questions, or even give some commands to others (Fromkin et al., 2014, p. 139). Of course, in communication, it is necessary to understand what people say to us and vice versa. However, language does not always have a literal meaning, which could be tricky. It may also have an implied meaning. An expression with an imaginative, non-literal meaning is called figurative language (Perrine et al., 2004, p. 565). Figurative language compares things, heightens the emphasis of something, and clarifies a new way to state or describe an idea so that its meaning is dissimilar from its literal meaning (Purnomo et al., 2022, p. 77). There are many kinds of these expressions. Commonly: metaphor, simile, personification, hyperbole, allusion, and synecdoche.

Figurative language can be easily found in our daily life. One of them is the song, an act of singing as a record of human activity, experience, and feelings (Sari & Anindita, 2020, p. 23). A songwriter often uses figurative language to make a song more artistic. Besides the aesthetic purpose, figurative language could make the song lyrics more catching and captivating. With this language, the songwriter could play with the listener's imagination and uniquely deliver the song's message. Unfortunately, sometimes, people feel confused or face difficulties while understanding the real point of figurative expressions. Instead of just enjoying the song, listeners should understand the genuine

meaning or message that the songwriter wants to deliver to them. As Swift said, "Songwriters need to communicate, and part of communicating correctly is when you put out a message that is understood the way you meant it" (Suskind, 2019).

Up to now, there have been some interesting studies on text analysis of songs. Purnomo analyzed types of figurative language and meanings contained in the seven lyrics of the *campursari* songs with the themes of tourist attractions on *Didi Kempot & Sobat Ambyar Orchestra*–YouTube video with semantic analysis so that the overall content of the lyrics will be easily understood by his fans and other interested general public (Purnomo et al., 2022, pp. 75–91). Zulaika analyzed the metaphorical meaning of the lyrics to *Another One Bites the Dust*, a hit song by the British rock band Queen published in 1980 (Zulaika et al., 2023, pp. 124–134). The study investigates the numerous layers of meaning provided by the song's lyrics, which have been interpreted variously by fans and critics throughout the years, by using a semantic approach. The paper offers a detailed analysis of the song's metaphors and the function of the metaphors, including analyzing the metaphor *another one bites the dust*, as a euphemism for death in one Santa Fe High School shooting in 2018, one of the deadliest mass shootings in the United States. The study concludes by reflecting on the song's lasting popularity and cultural relevance, as well as the difficulties and opportunities associated with understanding metaphorical meaning in popular music.

Unlike the two researches above, this study examines patterns of metaphorical meaning, which gives the novelty for this research and makes it different from other previous studies. By conducting this study, the researchers hope that the readers or listeners will comprehend the entire *Reputation* Album's content more easily. Thus, due to this importance, the researchers held the *Metaphorical Meaning of Taylor Swift's Reputation Album* research. This study aimed to figure out the meaning of metaphors in all 15 of Taylor Swift's *Reputation* Album songs. *Reputation* is the sixth album of the American singer-songwriter Taylor Swift. According to Taylor Swift's Official YouTube Channel, this album had 8,921,046 views by the end of June 2023, which means that this album is quite famous and frequently streamed by the public. Moreover, numerous metaphors are contained in this album, as Swift stated, "*Reputation* is a metaphor" (Hiatt, 2019). It makes this album a proper research object because this study focused on analyzing the metaphor.

2. Methodology

Metaphor is one of the figurative languages which compares some likeness (Larson, 1998, p. 272). It is related to a particular transference rule called the metaphoric rule. The rule is $F = Like\ L$ (Leech, 1969, p. 151). It means that figurative language (metaphor) F is obtained from the literal meaning L in the sense like L, or perhaps it is as if L. Metaphoric transference only occurs if the tenor as the literal meaning or subject of the expression has some similarities with the vehicle as the metaphor, which called the ground of comparison. Thus, the formula is X is like Y in the sense of Z, where X is the tenor, Y is the vehicle, and Z is the ground.

The metaphor in this study is examined by the qualitative–descriptive research method, which describes and interprets available conditions and relationships, growing opinions, ongoing processes, occurring consequences or effects, or developing trends (Soejono & Abdurrahman, 2005, p. 19). The object of the study in this research is limited to the phrases in 15 songs of *Reputation* Album by Taylor Swift that contain metaphors. The data in this study were collected purposively from Taylor Swift's Official YouTube Channel using tapping, listening, and note-taking techniques. The tapping technique is a method of tapping the informant's language usage, and the listening technique is done by listening to the language usage (Purnomo et al., 2022, p. 78). Meanwhile, the note-taking

technique is a method that describes what is heard, seen, experienced, and thought (Moleong, 2009, p. 209). The researchers then make a code for the collected data. The code is constructed of metaphor (M) – song track list – the data order. Then, the collected data was analyzed according to Leech's metaphoric rule. The denotative and connotative meanings of those metaphors are figured out, and then semantic properties are examined to find their similarities. Denotative is the literal meaning of words, while connotative is the figurative meaning of words (Yule, 2017, p. 223).

In addition, a questionnaire as part of quantitative research is also used in this study to support the data validation. The questionnaire was spread by snowball sampling technique to collect the respondents' opinions on the randomly selected 15 findings of the metaphorical meaning. It used a closed-ended questionnaire that provides respondents with a set of response options to choose from, such as multiple-choice questions (Alwasilah, 2005, p. 37) with three points of the Likert Scale that consists of agree, neutral, and disagree, that used to measure people's opinions (Yuliarmi & Marhaeni, 2019, p. 11). After that, the filled-out questionnaires were analyzed by using descriptive statistical analysis, a statistical technique for describing the data descriptively to provide an orderly, concise, and understandable description of the data of an event or situation by using a table, graphic or diagram, central tendency and variability (Mundir, 2012, pp. 4–5). The researchers calculated the central tendency, such as modus and mean of responses, to get information about the percentage of the respondent's opinions. Modus is the most frequent value shown in data to discover the opinion majority. Mean is the average data gained from summarizing all the values and dividing it by the value total number to know the opinion average. Then, the standard deviation is calculated to measure the data spread variability. A higher standard deviation indicates higher variability in the data, while a lower standard deviation indicates lower variability. From this information, the researchers then made a descriptive conclusion.

Furthermore, the data is validated through triangulation among various documents to achieve credibility (Creswell & Poth, 2017, p. 209). The documents used in the metaphor meaning analysis are theories such as metaphor by Leech (X=Y in the sense of Z) and meaning by Yule (2017), literal dictionaries such as the *Oxford and Cambridge Dictionary*, and figurative dictionaries such as *cliché and idiom dictionary* along with questionnaire as a complement to gain objectivity of this research. Moreover, the results were also written in a rich and thick description to make the study transferable between the researchers and those being studied.

3. Result and Discussion

3.1. Results

There are 90 data of metaphorical phrases found in the *Reputation* Album as presented in Table 1.

Table 1. Metaphorical Phrase Findings

Song Title	Datum
Ready for It?	13
End Game	10
I Did Something Bad	5
Don't Blame Me	6
Delicate	1

Song Title	Datum
Look What You Made Me Do	4
So It Goes…	5
Gorgeous	1
Getaway Car	16
King of My Heart	4
Dancing with Our Hands Tied	10
Dress	1
This is Why We Can't Have Nice Things	5
Call it What You Want	6
New Year's Day	3
Total	**90**

From those 90-research data, the researchers compared the denotative meaning with the connotative meaning of each data. Then, the researchers looked for their similarities by using semantic properties as the characteristics of metaphor: X is like Y in the sense of Z. To define the denotative meaning, the researchers used the *Oxford* and *Cambridge Dictionary* (2023) as the references. Meanwhile, to figure out the connotative one, the researchers interpreted it based on the song context and with the help of an idiom dictionary. The findings are presented in Table 2.

Table 2. Metaphorical Meaning Findings

No	Data Code	Data	Denotative Meaning	Connotative Meaning	Semantic Properties
1	M-01-01	*A killer*	Someone who causes somebody to stop existing	Someone who causes a relationship to end	[+Human] [+Harm] [+End]
2	M-01-02	*A ghost*	A spirit of a dead person	A memory of the ex-lover	[+ Left] [+Remain]
3	M-01-03	*A phantom*	A spirit of a dead person	A memory of the ex-lover	[+ Left] [+Remain]
4	M-01-04	*Holdin' him for ransom*	An action to get money by forcing someone	Forcing someone to fulfil the desire	[+Demand] [+Desire]
5	M-01-05	*A robber*	Someone who takes property illegally	A Charmer	[+Human] [+Take]
6	M-01-06	*Stealing hearts*	To take someone's heart illegally	To attract someone	[+Achieve]
7	M-01-07	*A thief*	Someone who takes property illegally	A Charmer	[+Human] [+Take]
8	M-01-08	*Join the heist*	Become a partner in crime	Become a lover	[+Human]
9	M-01-09	*An island*	A secluded place that is hard to get to	A place to hide from the paparazzi	[+Place] [+Private]

No	Data Code	Data	Denotative Meaning	Connotative Meaning	Semantic Properties
10	M-01-10	*My jailer*	Someone who prevents the prisoner from escaping from jail	Someone who prevents the songwriter to go away from him	[+Human] [+Kept]
11	M-01-11	*Burton to this Taylor*	Famous controversial couple	Famous singer	[+Human] [+Famous]
12	M-01-12	*Touch me*	To put someone's body part onto somebody	To approach someone	[+Connection]
13	M-01-13	*Lights down low*	Dark, which causing someone cannot see	Lack of information about something	[+Blindness]
14	M-02-01	*Chips on my shoulders*	To be sensitive about the chips amount	To be sensitive about something	[+Sensitive]
15	M-02-02	*The storm*	An extreme weather condition	A troublesome situation	[+Unpleasantness]
16	M-02-03	*Bury hatchets*	Peace symbol	Forgiveness	[+Peacefulness]
17	M-02-04	*Keep maps of where I put'em*	To save a diagram to show the positions of things over an area	Will never forget and possible to unforgiven	[+Unforgettable]
18	M-02-05	*Your handprints*	A mark left by someone's hand	A feeling to someone	[+Imprint]
19	M-02-06	*Are liquor*	Intoxicating alcoholic drink	Intoxicated by someone	[+Intoxicate]
20	M-02-07	*Is gold*	A precious chemical element	A precious person	[+Precious]
21	M-02-08	*Your endgame*	The final stage of a contest between people	Someone's last lover	[+Human] [+Last]
22	M-02-09	*Your first string*	The first person in a series of people	Someone's priority	[+Human] [+First]
23	M-02-10	*Your A team*	A group of the best	Someone's best lover	[+Human] [+Best]
24	M-03-01	*A narcissist*	A Greek mythology character that obsessed with his own reflection	Someone who admires himself or herself too much	[+Obsession]
25	M-03-02	*The flames*	A hot bright stream of burning gas	Anger	[+Heat]
26	M-03-03	*Crimson red paint*	A crimson red colour liquid	A crimson red lipstick	[+Color]
27	M-03-04	*Burning all the witches*	Witch-hunt phenomena	Blamed and punished for the undone things	[+Blamed] [+Punished]
28	M-03-05	*Their pitchforks*	Tools to hurt the witches	Get hurt by people	[+Hurt]
29	M-04-01	*My drug*	An addictive substance	Obsession	[+Necessity] [+Addiction]

No	Data Code	Data	Denotative Meaning	Connotative Meaning	Semantic Properties
30	M-04-02	*Breakin' hearts*	To damage the hearts	To make somebody feel very unhappy	[+Harmful]
31	M-04-03	*Poison ivy*	Poisonous plant	Toxic person	[+Toxicity]
32	M-04-04	*Your daisy*	A flower	Someone pure and innocent	[+Pure] [+Innocence]
33	M-04-05	*Cross the line*	To go from one side to the other side of a mark	To pass the acceptable behaviour	[+Pass] [+Boundary]
34	M-04-06	*Fall from grace*	Drop down from a higher behaviour quality level	To do something bad or morally wrong	[+Degradation]
35	M-05-01	*A Mansion*	A very large, impressive, and expensive house	A Good-looking man	[+Impressive] [+Admired]
36	M-06-01	*The gun was mine*	Get accused for someone's crime	Get accused for things that she has never done	[+Accused]
37	M-06-02	*Kingdom keys*	Things used to lock the castle	Things that make someone success	[+Glory]
38	M-06-03	*Ask me a place to sleep, locked me out, and threw a feast*	To ask someone for a room to rest but then prevent that person from entering by locking the door and celebrating it	To act badly toward the person who has helped	[+Attitude] [+Bad]
39	M-06-04	*Rose up from the dead*	To become alive again after having died	To rise from fragility and become stronger	[+Weakness]
40	M-07-01	*My magician*	Someone who performs tricks	My center of attention	[+Human] [+Attractiveness]
41	M-07-02	*Cut me*	To divide somebody into pieces	To overwhelm somebody	[-Resistance]
42	M-07-03	*Gold cage*	A structure made of yellow precious metal bars	A place where someone lives in luxury but has very little freedom	[+Restricted]
43	M-07-04	*Your illusionist*	Someone who performs tricks	Your center of attention	[+Human] [+Attractiveness]
44	M-07-05	*Gray days*	Cloudy days	Gloomy days	[+Dark]
45	M-08-01	*Magnetic field*	An area with a force that will attract some metals towards it	Charm	[+Attractiveness]
46	M-09-01	*A getaway car*	A vehicle	A relationship	[+Runaway]
47	M-09-02	*Struck a match*	To produce a flame	To build a suitable relationship	[+Generate]

No	Data Code	Data	Denotative Meaning	Connotative Meaning	Semantic Properties
48	M-09-03	*Blew your mind*	To explode someone's mind	To astonish or flabbergast someone	[+Shock]
49	M-09-04	*Were white*	A color	Not harmful	[+Clean]
50	M-09-05	*Shades of gray*	A color	Unclear situation	[+Vague]
51	M-09-06	*The light*	The energy from the sun makes bright	Happy face	[+Bright]
52	M-09-07	*A sideshow*	A small show	Public consumption	[+Attractive]
53	M-09-08	*A circus*	A performance of a group of people	Public consumption	[+Attractive]
54	M-09-09	*Poisoned the well*	To put a substance that causes death or harm into a deep hole	To cause harm to someone's reputation or credibility	[+Harmful]
55	M-09-10	*Were cursed*	Suffering from a curse	Experiencing problems and unhappiness	[+Unpleasant]
56	M-09-11	*A shotgun shot in the dark*	A long gun that fires small metal bullets in very little light	To guess something when s/he has no knowledge	[+Attempt] [+Blindness]
57	M-09-12	*Drivin' the getaway car*	To operate a vehicle	Decision maker	[+Control]
58	M-09-13	*Riding in a getaway car*	To sit on and control a car	Decision maker	[+Control]
59	M-09-14	*Sirens in the beat of your heart*	A device that makes a long loud sound as a signal or warning	Heartbeat	[+Sound]
60	M-09-15	*Bonnie and Clyde*	US criminal couple	Rich and fashionable people who travel a lot	[+Jet-set]
61	M-09-16	*Dyin' in a getaway car*	To stop living in the car	To leave the relationship	[+Discontinued]
62	M-10-01	*Made up my mind*	To invent a thought	To decide something	[+Think]
63	M-10-02	*American Queen*	The American female ruler	An American woman who respected	[+Female] [+Honored]
64	M-10-03	*The kingdom*	An area ruled by the king or queen	A relationship ruled by a couple	[+Territory]
65	M-10-04	*Broken bones*	The injured hard parts of the human body	Very strong pain	[+Harmful] [+Deep]
66	M-11-01	*Had been frozen*	So cold that it has become very hard	Lose warmth of feeling	[-Warmth]
67	M-11-02	*Deep blue*	A color	Sadness	[+Unpleasantness]

No	Data Code	Data	Denotative Meaning	Connotative Meaning	Semantic Properties
68	M-11-03	*Painted me golden*	To color bright yellow, like gold	Does not have any problems	[+Pleasantness]
69	M-11-04	*We dance*	To move the body to the music sound and rhythm	Having fun	[+Enjoyment]
70	M-11-05	*An avalanche*	A natural disaster	A trouble	[+Misery]
71	M-11-06	*It's gravity*	The force that attracts objects in space towards each other	Fate	[+Uncontrollable]
72	M-11-07	*Your hands in my pockets*	Hold someone's hand inside the pocket	Keep secret	[+Hidden]
73	M-11-08	*Picture of your face in an invisible locket*	Wear a locket with someone's photo inside	Keep secret	[+Hidden]
74	M-11-09	*A sacred oasis*	An area in the desert where there is water and where plants grow	A pleasant period in the middle of something unpleasant	[+Exceptional]
75	M-11-10	*Hands tied*	The hands are attached so it cannot move freely	Cannot behave freely	[+Limitedness]
76	M-12-01	*My earthquakes*	Violent shaking of The earth's surface	A bad moment in life	[+Unpleasant]
77	M-13-01	*So Gatsby*	A rich fictional character	So rich	[+Wealthy]
78	M-13-02	*Stabbed me in the back while shaking my hand*	To push a knife into somebody from behind while that person takes his or her hand and moves it up and down	To betray someone	[+Harmful]
79	M-13-03	*Took an axe*	An action to get a tool used for cutting up wood	An action to ruin something	[+Action] [+Damage]
80	M-13-04	*A mended fence*	A damaged structure that has been repaired	An attempt to improve relations	[+Improved]
81	M-13-05	*Rain on my parade*	Separate water drops that fall from the sky to a public celebration	Prevent somebody from enjoying something	[+Prevention] [-Pleasure]
82	M-14-01	*My castle*	A building built by kings or queens	The songwriter career	[+Glory]
83	M-14-02	*Brought a knife to a gunfight*	To come to a fight between people using guns with sharp blade	Enter a challenging situation without being well-prepared	[+Unprepared]
84	M-14-03	*The crown*	The position of a king or queen	The songwriter successfulness	[+Achievement]
85	M-14-04	*Bridges burn*	A damaged connecting structure	Cannot return to the previous situation	[+Unrepeatable]
86	M-14-05	*Starry eyes*	Eyes that shining	Hopes	[+Enlighten]

No	Data Code	Data	Denotative Meaning	Connotative Meaning	Semantic Properties
87	M-14-06	*Darkest night*	The time with the littlest light	The time with no hope	[+Unpleasant ness]
88	M-15-01	*Crawling home*	To move to the home on hands and knees or with body close to the ground	To go to for help in a way that shows one is weak	[+Difficulty]
89	M-15-02	*Your midnights*	New Year's Eve	Happy times	[+Happiness]
90	M-15-03	*Cleaning up bottles*	Throwing away the bottles	Hard times	[+Tough]

Furthermore, the analysis of meaning is explained below.

1. Ready for It?

Datum M-01-01: *A killer*

Denotatively, retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), a killer is a person, an animal, or a thing that kills. Furthermore, *Cambridge Dictionary* (2023) added that a killer is someone who kills another person. Kill itself means to cause somebody or something to die or stop living. *A killer* here is a person, as mentioned in the first line of the first verse of this song, *knew he was a killer*. Therefore, denotatively, *a killer* in this song means someone who causes somebody to die or stops existing.

Meanwhile, *a killer* in this song is a metaphor where that man is not someone who kills another person. As explained in the following line, *wonders how many girls he had loved and left haunted*, which means that the song context is a relationship between the man and girls. The man built a relationship with some girls and then broke the relationship by leaving them. Thus, connotatively, *a killer* in this verse is portrayed as someone who causes a relationship to end. The man damaged his relationship with the girls, so it no longer exists. Therefore, someone who causes somebody to stop existing is the same as someone who causes a relationship to end in the sense of a human that harms something until it stops existing.

A Killer (M-01-01)

Denotative	**Connotative**
Someone who causes somebody to stop existing	Someone who causes a relationship to end
[+Human] [+Harm] [+End]	[+Human] [+Harm] [+End]

2. End Game

Datum M-02-07: *Is gold*

Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023) and *Cambridge Dictionary* (2023), gold is a chemical element. It is a yellow, precious, shiny metal for making coins, jewellery, or beautiful objects. From this definition, it means that gold is worth money. Thus, gold is something precious.

The *gold* is mentioned in the third verse of this song, *your body is gold*. Connotatively, this line means someone who has a body made of gold. This line does not make sense because

the human is not either made from gold or contains gold. Thus, *gold* here is a metaphor where the songwriter compares someone with gold. Like the precious gold, the songwriter portrays the person as someone precious in her life. Therefore, a precious chemical element is like a precious person in the sense of preciousness.

Is Gold (M-02-07)

Denotative	Connotative
A precious element	A precious person
[-Human] Preciousness]	[+Human] Preciousness]

3. I Did Something Bad

Datum M-03-02: *The flames*

The bridge of this song, *they're burning all the witches even if you aren't one, …, so light me up*, shows that the songwriter used the witch-hunt phenomenon as a reference. This phenomenon occurred when people hunted and punished innocent women suspected of being witches because they were considered dangerous and unacceptable in society. They will bring their pitchforks as their weapon and then catch the witches. After that, people punish them by hanging or burning them alive. The songwriter portrays herself as the hunted and burned suspected witch. Thus, *the flame* in the pre-chorus, *I can feel the flames on my skin*, denotatively means that the songwriter feels the flames on her skin because people burned her as her punishment for being the witch. Flame causes her to get burned. Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), the flame is a hot, bright stream of burning gas that comes from something on fire.

Meanwhile, the songwriter is not the suspected witch, and she does not experience that kind of burning thing. A flame is a phrase usually used connotatively to express anger and emotion. Psychologically, when someone gets angry, his/her temperature will rise. Besides that, fire is a symbol of heat. Therefore, *the flames* are like anger in the sense of heat.

The Flames (M-03-02)

Denotative	Connotative
A hot bright stream of burning gas	Anger
[+Heat]	[+Heat]

4. Don't Blame Me

Datum M-04-01: *My drug*

Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), a drug is an illegal substance that some people smoke or inject for its physical and mental effects. According to *Cambridge Dictionary* (2023), a drug is any natural or artificially made chemical taken for pleasure to improve someone's performance in an activity or because a person cannot stop using it. This substance could make someone addicted. When someone is already addicted to the drug, it becomes a necessity for him/her. One will need to use the drug and will do anything to consume it. When one could not get the drug, one could not think straight and act normally.

The *drug* is mentioned in the chorus of this song, *Lord, save me, my drug is my baby, I'll*

be usin' for the rest of my life. In this line, the songwriter compares a drug with a human who is her baby or lover. Human is not a substance and vice versa. Thus, the *drug* here is a metaphor where the songwriter portrays her lover as the drug. In this song, the songwriter is obsessed with her lover as an addict addicted to a drug. Her lover drives her crazy as mentioned in the chorus, *love made me crazy*. Her mind is filled with a man. She cannot live without him and needs him for the rest of her life. It is like a drug that becomes a necessity in the addict's life and is a very precious life. She cannot lose her lover because she needs and depends on her love for her entire life. Thus, the drug becomes a necessity in the addict's life, like the songwriter lover who needs it in her life. Therefore, an addictive substance is like an obsession in the sense of necessity and addiction.

My Drug (M-04-01)

Denotative	**Connotative**
An addictive substance	Obsession
[+Necessity] [+Addiction]	[+Necessity] [+Addiction]

5. Delicate

Datum M-05-01: *A mansion*

A mansion, retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023) and *Cambridge Dictionary* (2023), is a very large, impressive, and expensive house. Usually, this enormous house has a beautiful interior and exterior, which impresses people. People admire how large and beautiful the mansion is.

In the third verse of this song, *handsome you're a mansion with a view*, the songwriter describes the man as a mansion. Indeed, the man here is a human, not a house. Thus, this phrase is a metaphor. This phrase connotatively means that someone is impressive, a man who makes the songwriter admire him because he is handsome, as mentioned in the lyric. Therefore, a large house is like a good-looking man in the sense of being impressive or admired.

A Mansion (M-05-01)

Denotative	**Connotative**
A very large, impressive, and expensive house	A good-looking man
[+Building] [+Impressive] [+Admired]	[+Building] [+Impressive] [+Admired]

6. Look What You Made Me Do

Datum M-06-04: *Rose up from the dead*

Dead, retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), means no longer alive. Death comes to every person without any exception. It shows that human is weak because they are not immortal. Then, *rose up from the dead* denotatively means to become alive again after having died. The phrase *rose up from the dead* is mentioned in the pre-chorus, *Honey, I rose up from the dead, I do it all the time*. However, the songwriter is not dead yet. She is still alive. Thus, the dead here is a metaphor.

Dead here portrays the songwriter's weakness when she was at her lowest time before she released the *Reputation* Album. Having problems with some artists and getting bullied on social media led her to fragility. It also made her disappear from social media. No news from

her is like she was no longer alive. But then, as written in the pre-chorus, *but I got smarter, I got harder in the nick of time*, she became stronger and rose from her fragility. She came back to the world. Therefore, death is like fragility in the sense of being weak.

Rose Up from the Dead (M-06-04)

Denotative	Connotative
To become alive again after having died	To rose from fragility and become stronger
[+Weak]	[+Weak]

7. So It Goes…

Datum M-07-02: *Gray days*

Retrieved from *Cambridge Dictionary* (2023), the day is 24 hours. Besides that, according to *Oxford Advanced Leaner's Dictionary of Current English* (2023), gray means the colour of smoke or ashes. *Cambridge Dictionary* also added that gray is the colour of rain clouds. Thus, from the above definitions, *gray days* mean a time with cloudy weather. When the sky is covered by gray rain clouds, the sky that was previously bright and blue becomes gray. The clouds that block the sun's rays make them cannot shine on the earth. Without sunlight, the sky and the earth become dark.

However, *gray days* here are not talking about the weather. In the second verse, *I make all your gray days clear*, someone cannot change the weather. Thus, this phrase is a metaphor where the songwriter connotatively addresses a gloomy time in someone's life. At this time, when someone is gloomy, the person is sad and in a no-hope condition. Gloomy is portrayed as not bright or dark. It is the same as the dark sky caused by clouds. Therefore, cloudy days are like gloomy days in the sense of the dark.

Gray Days (M-07-02)

Denotative	Connotative
Cloudy Weather	Gloomy
[+Dark]	[+Dark]

8. Gorgeous

Datum M-08-01: *Magnetic field*

A magnetic field is an area around the magnet. When a metal is in a magnetic field, the metal will be attracted and stick to the magnet. Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), a magnetic field is an area around a magnet or magnetic object where a force will attract metals towards it.

The charm here is about the handsomeness of the man. Like the song title, *Gorgeous*, in the chorus, *you're so gorgeous, I can't say anything to your face, 'cause look at your face, (gorgeous)*, the songwriter is enchanted by his gorgeousness. The lyric *your magnetic field being a little too strong* portrays how the songwriter admired the man because he had a charm that attracted her strongly.

Magnetic Field (M-08-01)

Denotative	Connotative
An area with a force that will attract some metals towards it	Charm
[+Attractiveness]	[+Attractiveness]

9. Getaway Car

Datum M-09-11: *A shotgun shot in the dark*

A shotgun is a weapon. Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), a shotgun is a long gun that fires many small metal bullets used for shooting birds or animals in particular. The act of firing that shotgun is called shoot or shot in the past tense. On the other hand, dark means with no or very little light. Thus, *a shotgun shot in the dark* denotatively means a long gun that fires small metal bullets in very little light.

The phrase is mentioned in the last line of the pre-chorus of this song, *we never had a shotgun shot in the dark*, which is a metaphor. Retrieved from *Cambridge Dictionary* (2023), this phrase is an idiom that means an attempt to guess something when you have no information or knowledge about the subject and therefore cannot possibly know the answer. The shot is an attempt. Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), a shot could also be defined as an act of trying to do or achieve something. Then, the dark portrays the blindness of the answer. When someone is in a place with no light, s/he cannot see around. One doesn't know what is around the person or what is happening there. Therefore, a weapon that fires in very little light is like someone guessing something when they have no information about the subject in the sense of attempt and blindness.

A Shotgun Shot in the Dark (M-09-11)

Denotative	Connotative
A long gun that fires a lot of small metal bullets that fire in very little light	Someone that guessing something when they have no information about the subject
[+Attempt] [+Blindness]	[+Attempt] [+Blindness]

10. King of My Heart

Datum M-10-02: *American queen*

Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), an American is a person from America, especially the United States. Meanwhile, a queen is a female ruler of an independent state who has a royal family or is the wife of a king. Thus, from the above definitions, the American Queen is a royal female independent state ruler from the United States of America. As the ruler, a queen is very honoured and admired by society.

However, the songwriter is not a royal person. Thus, the queen here is a metaphor. In the first line of the pre-chorus, *salute to me, I'm your American queen*, Swift, as the songwriter, portrays herself as someone's American Queen. She was born in Pennsylvania, one of the states of America, which makes her American. In that line, the songwriter commands the man to salute her, to show his respect and admiration for her because she is a queen who deserves the honour. Therefore, connotatively, the *American queen* here means someone who is respected.

American Queen (M-10-02)

Denotative	Connotative
An American female ruler	A respected American woman
[+Human] [+Female] [+Honored]	[+Human] [+Female] [+Honored]

11. Dancing with Our Hands Tied

Datum M-11-05: *An avalanche*

An avalanche is a natural disaster that happens unexpectedly and could cause a lot of damage. Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), an avalanche is a mass of snow, ice, and rock that falls down the side of a mountain. Likewise, according to the *Cambridge Dictionary* (2023), an avalanche is a large amount of ice, snow, and rock falling to the side of a mountain quickly.

The phrase is mentioned in the second verse of this song, *so, baby, can we dance through an avalanche*. It does not make sense to dance in a disaster because it is dangerous and life-threatening. Thus, this phrase is a metaphor. Connotatively, an avalanche is a catastrophe in someone's life. It is a sudden event that causes difficulties or causes someone to suffer. Here, someone has to face a troubled condition inevitably. The problems, worries and difficulties suddenly come to the songwriter's life as the mass of snow, ice, and rock falls quickly. Then, like a disaster causes damage, the troubles damage her. All these unpleasant things lead the songwriter into a tough time. Therefore, this natural disaster is like a misery in someone's life in the sense of harm.

An Avalanche (M-11-05)

Denotative	Connotative
A natural disaster	A misery
[+Harm]	[+Harm]

12. Dress

Datum M-12-01: *My earthquake*

An earthquake is a natural disaster caused by a geological hazard. Retrieved from *Online Etymology Dictionary* (2023), earthquake is composed of the earth, which means land or ground, and quake, which is a move or shake violently. Thus, from the above definitions, an earthquake is a violently shaking ground. A big-scale earthquake could cause buildings to collapse into ruins, which may cause people inside to get injured by them. In this song, the earthquake is mentioned in the bridge, *flashback to my mistakes, my rebounds, my earthquakes*. The denotative meaning, natural disaster, is not suitable in this line. Thus, this phrase is a metaphor.

Overall, the bridge portrays the songwriter's lover as her support system. *Even in my worst times, you could see the best of me ... Even in my worst lies, you saw the truth of me*. He is always on the songwriter's side, even when the world is against her. Connotatively, the

earthquake illustrates the songwriter's life that shakes like the earthquake. The earthquake portrays a shock in her life that ruins her. Shock means a strong feeling of surprise because something happens, especially something unpleasant. The unpleasant event occurred in the songwriter's life and caused her life ruined into a mess, like the sudden earthquake that wrecked the building into pieces of mess. Therefore, the shaking earth is like a shocking moment in life in the sense of sudden, unpleasant, and harmfulness.

My Earthquake (M-11-01)

Denotative	Connotative
A sudden, violent shaking that causing great damage	A shocking bad moment in life
[+Sudden] [+Unpleasant] [+Harmful]	[+Sudden] [+Unpleasant] [+Harmful]

13. This is Why We Can't Have Nice Things

Datum M-13-06: *Rain on my parade*

Retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), rain is water that falls from the sky in separate drops. Meanwhile, a parade is a public celebration of a particular day or event, usually with bands in the streets and decorated vehicles. In this song, *rain on my parade* is mentioned in the pre-chorus, *so why'd you have to rain on my parade?* A human cannot bring the rain because it comes naturally, and the songwriter is not holding a parade. Thus, this phrase is a metaphor.

The parade is held outdoors. Thus, when it's raining, it will make people there get wet and uncomfortable. They even could get sick because of it. Besides that, the rain also blocked and ruined the view, which caused people cannot enjoy the show, whereas people were supposed to be having fun in the parade because they were celebrating something. From the above explanation, connotatively, *rain on my parade* means ruining someone's happiness, like the rain prevents people from enjoying the parade. Furthermore, retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), *rain on someone's parade* is an idiom that means to prevent somebody from enjoying an event. Therefore, separate water drops that fall from the sky to a public celebration of a particular day or event are like to prevent somebody from enjoying an event in the sense of prevention.

Rain on My Parade (M-13-06)

Denotative	Connotative
Separate water drops that falls from the sky on a public celebration	To prevent somebody from enjoying an event
[+Prevention] [-Pleasure]	[+Prevention] [-Pleasure]

14. Call it What You Want

Datum M-14-05: *Bridges burn*

A bridge, retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), is a structure built over a road, railway, or river so people or vehicles can cross from one side to the other. In line with the *Oxford Dictionary*, retrieved from *Cambridge Dictionary*

(2023), a bridge is a structure built over a river, road, or railroad to allow people and vehicles to cross from one side to the other. Besides that, according to *Oxford* and *Cambridge Dictionary* (2023), burn means to destroy, damage, injure, or kill somebody or something by fire. When a bridge burns, people or vehicles from one side cannot return to the other and vice versa. Thus, from the above definitions, *bridges burn* connotatively means connecting structures that were destroyed or damaged by fire and causing people or vehicles could not cross towards it.

Bridges burn is mentioned in the second verse of this song, *and I know I make the same mistakes every time bridges burn, I never learn*. This line is about a mistake made by the songwriter and how she keeps making the same mistake. Thus, the bridge damaged by the fire does not fit this line. *Bridges burn* here is a metaphor that portrays a condition where the songwriter did something that turned into a mistake, but she could not rewind the time to fix her fault or to prevent it from happening. Like people who cannot return to the other side of the bridge because it was damaged by fire, the songwriter also could not return to her previous situation, where she had not made a mistake yet. Furthermore, this phrase comes from an idiom *burn your bridge*. Therefore, a circumstance where people cannot return from one side to another because of a damaged bridge is like a situation where someone does something, and it is impossible to return to a previous condition in the sense of something unrepeatable.

Bridges Burn (M-14-05)

Denotative	Connotative
Damaged connecting structures which cause people from one side cannot return to the other side and vice versa	A situation where someone do something and impossible to return to the previous situation
[+Unrepeatable]	[+Unrepeatable]

15. New Year's Day

Datum M-15-02: *Your midnights*

Midnights, retrieved from *Oxford Advanced Leaner's Dictionary of Current English* (2023), denotatively means midnight. In line with the song title and context, *New Year's Day*, the songwriter brings a new year atmosphere as the background of this song. The new year is well known for its midnight kiss tradition. In this tradition, people will spend their time together with someone on New Year's Eve. By midnight, people will do the countdown, and when it ends, they will kiss their partner. There are chemical reactions inside the human body when someone spends time or kisses someone s/he loves. One of the chemicals released is serotonin, a hormone that gives someone a sense of pleasure to make him/her happy.

However, *your midnights* here do not mean that the songwriter wants her midnight kiss or to spend her time with him on New Year's Eve. The songwriter connotatively wants to spend the happy times she has with the person. Therefore, New Year's Eve is like a happy time in the sense of happiness. Furthermore, in the chorus, *I want your midnights, but I'll be cleaning up bottles with you on New Year's Day*, the songwriter shows that true love is someone who is not only there at midnight and shares the midnight kiss but also the day after. Someone willing to stay no matter what happens, neither is good nor bad.

Your Midnights (M-15-02)

Denotative	**Connotative**
New Year's Eve	Happy times
[+Happiness]	[+Happiness]

Furthermore, the researchers made a snowball questionnaire that contained 15 metaphorical meanings above. Then, the researcher spread it on social media, such as Line, WhatsApp, Instagram, and Facebook, for three days, from 5 May 2023 until 7 May 2023. Sixty-one people filled out the questionnaires. Due to the ease of the calculation, the researchers only used 60 responses from the respondents. They were 16 to 40 years old, with the majority of 17- and 22-year-old students. They were mainly Taylor Swift fans and often listened to her songs.

The results show that 89% of respondents agreed, 10% were neutral, and 1% disagreed with the metaphorical meaning. Therefore, it can be inferred that most respondents agreed with the metaphorical meaning found in this research. Next, the researchers calculated that the standard deviation was smaller than the modus of data, which indicated that the data had less variability. The respondent's opinions with the mean, modus, and standard deviation calculation results are presented in Table 3 below.

Table 3. Respondents' Opinion

Questions	Disagree	Neutral	Agree	$\bar{X}$	Mo	s
1	0	4	56	2.9	3	0.2
2	0	6	54	2.9	3	0.3
3	0	7	53	2.9	3	0.3
4	2	5	53	2.9	3	0.4
5	0	8	52	2.9	3	0.3
6	0	9	51	2.9	3	0.4
7	0	2	58	3	3	0.2
8	0	3	57	3	3	0.2
9	0	6	54	2.9	3	0.3
10	0	6	54	2.9	3	0.3
11	1	10	49	2.9	3	0.4
12	1	4	55	2.9	3	0.4
13	1	7	52	2.9	3	0.4
14	0	6	54	2.9	3	0.3
15	1	11	48	2.8	3	0.5
	6 (1%)	**94 (10%)**	**800 (89%)**			

In addition, the researchers found some of the metaphorical meaning establish patterns as follow:

Table 4. Patterns of Metaphorical Meanings

No	Category	Datum	Pattern
1	Natural Disaster	M-02-02, M-11-05, M-12-01	Hard times or unpleasantness
2	Character	M-01-11, M-03-01, M-03-04, M-09-15, M-13-01	Human traits
3	Plant	M-04-03, M-04-03	Human traits

Storms, avalanches, and earthquakes are categorized as natural disasters. Based on the results, all of them portray a condition where someone faces a difficult or unpleasant time, like a natural disaster that brings damage and harm. Next, characters in this album, such as Burton-Taylor, Bonnie-Clyde, Gatsby, Narcissus, and witches, portray someone's trait. The Burton-Taylor portrays someone famous, Bonnie-Clyde portrays a jet-set, Gatsby portrays a rich person who likes to throw a party, Narcissus represents someone who is obsessed with himself, and witches illustrate someone who is accused and punished. Lastly, the ivy and daisy poisons, that categorized as plants, also represent someone's trait. The ivy poison portrays someone toxic, and the daisy one describes someone pure and innocent.

However, not all of the metaphorical meaning found has a pattern. Besides the patterns found above, the researchers also found that the meanings are abstract. For example, the data categorized as colour, such as grey, white, blue, and golden, have an abstract pattern. Gray on the grey days portrays gloomy days and grey from shades of grey, which means vagueness. Then white portrays something not harmful, blue portrays sadness emotion, and golden represents a pleasant situation. The other examples are the data talk about the profession, such as killer, robber, thief, jailer, magician, illusionist, and queen, as well the data categorized as a place, such as an island, mansion, and circus.

3.2. Discussion

According to the data in Table 1, most metaphors are contained in the ninth track of the *Reputation* Album, the *Getaway Car* song. Of 90 metaphorical phrases, 16 of them are in this song. With many metaphors in this song, personally, this song becomes the researcher's most unexpected song. Firstly, before analyzing this metaphor, the researchers interpreted this song as a song that tells listeners about a robbery as related to the song title, *Getaway Car*. The crime scene is also portrayed clearly in the breakdown of this song: *I'm in a getaway car, I left you in the motel bar, put the money in a bag* and *I stole the keys.* Surprisingly, after the analysis, it turned out that this song is not solely about a robbery. Deeper than that, this song tells a story about a rebound relationship. The getaway car here is not a vehicle but metaphorically a rebound relationship. On the other hand, the least metaphor contained in three songs, *Delicate*, *Gorgeous*, and *Dress* which only have one metaphor each. Unlike the *Getaway Car*, which is arranged from many metaphors, these songs are easier to understand because almost the whole album can be interpreted literally. Thus, the song's message is conveyed to the listeners easily, like *Delicate* and *Dress*, which tells about flirting with someone or *Gorgeous* which expresses interest in someone.

Moreover, according to the questionnaires that were filled out by 60 respondents, most of them agreed with the metaphor interpretations made by the researchers. It means that the interpretations are not subjective to the researchers' opinion but are objective. The researchers inferred that those respondents agreed because they thought the meaning was related to the song or not out of context. Moreover, the respondents are mainly Taylor Swift's fans and often listen to Swift's songs, which indicates that they know about the *Reputation* Album and its songs.

After all, based on the discussion above, the researchers conclude that the song with the least metaphor is easier to understand than the most. The use of literal words makes the song's meaning clear, whereas the use of metaphor may lead the listeners to miscommunication even though it makes the lyrics more beautiful. The metaphors, the non-literal expressions, have to be interpreted figuratively. It makes listeners have to guess the real meaning, which causes the song's context or the message that the songwriter wants to convey tricky and harder to understand. As the researchers mentioned in the introduction chapter, understanding messages becomes a significant part of communication. In this case, the researchers find it easier to understand the whole context and the real message of songs in the *Reputation* Album after understanding the metaphors. Thus, metaphor comprehension is significant due to understanding the overall context of the *Reputation* Album to avoid miscommunication between the songwriter or singer and the listeners.

Besides that, as mentioned in the introduction, this research is similar to the journal entitled *Tourist Attractions in Campursari Lyrics: Analysis of Figurative Language and Meaning* by Purnomo, et al. *and Metaphorical Analysis and the Meaning of the Song "Another One Bite the Dust" by Queen* by Zulaika, et. al. The journal by Purnomo aimed to find the figurative language types and their meaning types in *campursari* songs. The result of this journal is there are 5 figurative language types and 7 meaning types, which lead to a better understanding of the lyrics. On the other hand, the Zulaika journal aimed to find the metaphor and analyze its function in the Queen song. As a result, there are 15 metaphors and 4 metaphor functions based on Jacobson's theory. The similarities between this research and previous research are examining figurative language or metaphor in the song and discovering its meaning. However, this research is different from those two previous studies. Besides the dissimilar data, theories, and approaches, what makes this research different from previous studies listed above is the pattern of the metaphorical meaning findings examined in this study, as mentioned in the findings section. This finding gives the novelty for this research and makes it different from other studies above.

4. CONCLUSION

This research has been able to meet the research objectives articulated in the Introduction. The objective of the study concerns the metaphor meanings. As proved in the analysis, all denotative meaning is like the connotative one in the sense of semantic properties, which are abstracts and build patterns. The findings are expected to make listeners better know and understand the metaphors and their meanings in the *Reputation* Album. By their understanding of the metaphors and their meaning, miscommunication between the singer-songwriter and listeners can be avoided.

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EFL Students' Critical Thinking and Their Reading Comprehension Ability: A Study Case Of Students In SMP Negeri 2 Baubau

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ABSTRACT
The purpose of this study was to determine whether there was a relationship between students' critical thinking skills and their capacity for reading comprehension. This study employed the ex-post facto research design as a quantitative approach, and the population of this study consisted of 345 eighth graders from SMP Negeri 2 Baubau, the sample consisted of 50 EFL students from the overall population, which was drawn using a straightforward random sampling procedure, tests and questionnaires served as the research's instruments. The findings of the investigation can be concluded that there was a strong relationship between the capacity of EFL students to think critically and their comprehension of reading. It is suggested that EFL students develop their critical thinking skills because they are necessary for reading comprehension as well as other language skills in language learning.
Keywords: EFL Students', Critical Thinking, Comprehension of Reading, Ability

1. Introduction

One of the most crucial abilities for EFL students is reading, they can improve their comprehension of the material or what they have read through the reading activity to expand their vocabulary and knowledge. Therefore, EFL students' reading ability must be developed, another interactive communication mechanism is reading, the text makes it possible for the writer and reader to communicate with one another. When the author puts their thoughts on the page, the reader will attempt to read and comprehend the message.

Tarihoran & Miftahul (2019) state that reading is private, It is a mental, or cognitive, process that involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. It is an interaction with the text. In other words, readers should be able to comprehend what they are learning in addition to thinking about what they are reading. It can be said that reading is always coming along with comprehension. Lenz (2005) states that constructing meaning from a text is the process of reading comprehension.

Concerning the above statement, Meo (2008) that reading comprehension is a major challenge for many children and a critical skill for academic success in many subject areas, even in high school. Then, Baier (2005) states that reading comprehension is a skill that is essential to everyone's success in school. Students may find it difficult to succeed in many subjects if they lack the necessary reading comprehension abilities. Contrarily, reading comprehension is a crucial skill required in every aspect of school. Science, social studies, and math are three subjects besides reading or literature where understanding abilities are crucial.

When learning to read, EFL students must understand that the goal is to develop this talent so that they can understand texts and draw conclusions from them, some EFL students believe that reading comprehension is highly challenging since there are so many factors to take into account, such as reading the material properly and efficiently, comprehending each paragraph, and connecting ideas between paragraphs. Typically, the teacher gives the students the reading material, asks them to read it, and then gives them a task, such as translating the text, identifying tricky terms, or responding to a question based on the reading text, before asking them to turn in the assignment. The method used by this teacher is less efficient in raising EFL's critical thinking in comprehending a text in reading.

Devenport (2007) asserts that there are many common forms of reading comprehension questions, such as recognizing the passage's primary idea, key point, or author purpose, Identifying the passage's tone or its writing style Understanding the information that is expressly mentioned in the passage, answering relational questions about the researcher's viewpoint, recognizing the structural technique, and utilizing inference to extend the researcher's restricted information to a logical conclusion (inference meaning).

Concerning critical thinking, Paul (2004) states that the practice of critically analyzing one's thoughts is known as critical thinking. In three interconnected stages, critical thinkers try to enhance their thinking. They examine thought, they evaluate reasoning, and they also improve thinking (as a result). The third step is when creative thinking is used, which comprises replacing weak thinking with strong thinking or strong thinking with stronger thinking, critical thinking naturally leads to creative thinking since it enables one to elevate thought to a higher level through analysis and evaluation, healthy critical thought produces new and improved thinking.

Bassham et al. (2011) also state that effective identification, analysis, and evaluation of arguments and truth claims call for a variety of cognitive skills and intellectual tendencies. Critical thinking also entails identifying and overcoming one's own biases and preconceptions, formulating and presenting compelling arguments in favour of conclusions, and coming to rational, informed decisions regarding what to believe and do.

The above statements mean that, when reading, EFL needs to exercise critical thinking. Norris and Phillips in Aloqaili (2012) thinking is involved in reading, not just repeating what is written on the page. They go on to say that critical thinking offers a way to describe the ability to decipher confusing language by generating alternate interpretations, considering them in light of experience and general knowledge, holding off on making conclusions until more information is available, and adopting alternate explanations, they conclude that the reader's comprehension process involves critical thinking.

Consequently, to address the issue, Paul (2004) assumes that understanding what you read plays a big part in critical thinking. He points out that one might mirror the viewpoint of the reader by giving a certain topic more thought. It indicates that a learner can better and more quickly understand a text by considering how to interpret it.

The previous researchers had tried to solve the phenomena as research conducted by Wijayanti et al. (2015) in their study on the link between students' reading comprehension skills and critical thinking. The study's findings indicated that students' scores on tests of their reading comprehension and critical thinking skills were 0.746. Thus, it can be said that there was a strong relationship between students' critical thinking and their capacity for reading comprehension. It implies that students' reading comprehension skills increase as their critical thinking does.

The results of the previous study, which were also supported by a study by Hidayati et al. (2020) showed that (1) there was a significant correlation between reading comprehension

and critical thinking skills, with an R-value of 0.810; (2) there was a significant correlation between critical reading skills and reading comprehension, with an R-value of 0.844; and (3) there was a significant correlation between the predictor variables (critical thinking skills and critical reading skills), which gave 7 (reading comprehension). According to this study, the students' reading comprehension and critical thinking skills were highly associated. In other words, pupils' reading comprehension improves when they apply more critical thinking to their reading. Second, there was a strong correlation between the students' critical reading and their reading comprehension, therefore, it may be claimed that students' reading comprehension improves as they engage in more critical reading. Third, there was a strong correlation between the students' critical thinking, critical reading, and reading comprehension skills, these findings imply that students' critical thinking and critical reading skills had a substantial impact on their ability to understand what they were reading.

The problems of this research were based on the above phenomenon that critical thinking skills have contributed to their reading comprehension ability, which means that students who have high reading comprehension, they were critical thinkers, they can use their minds to comprehend a text. Then what about the critical thinking skills possessed by EFL students of SMP Negeri 2 Baubau, do those who have good critical thinking skills also have good reading comprehension abilities? The above phenomena make the researcher's curiosity about the connection between EFL students' reading comprehension skills and critical thinking EFL students of SMP Negeri 2 Baubau. In light of the study's history and the aforementioned problem identification, the researcher formulates the following problem statement, "Is there any significant correlation between EFL students' critical thinking and their reading comprehension ability?"

2.   Methodology

This research used a quantitative approach by applying the ex post facto method. Sugiyono (2013) explains that the ex post facto method is a study conducted to study an event that has occurred and then traced back to determine the factors that can cause the event to occur. This study sought to determine whether critical thinking and reading comprehension skills are significantly correlated in EFL students, the independent variable in this study was EFLs' capacity for critical thinking, whereas the dependent variable was their level of reading comprehension, this study employed two independent and dependent variables, all eight grade levels of SMP Negeri 2 Baubau students made up the research's sample. The sample size for this study, which consisted of 50 students overall and 345 students across eleven classes, was determined by simple random sampling.

The questionnaire and test were used in this study as the research's instruments for data collection, the questionnaire entails a specific type of interview in a formal setting, where the discourse is controlled by the language and sequencing of the instrument's questions. Octaviani & Sari (2022). The critical thinking of the EFL students' was evaluated in this study using a questionnaire. The 30-item Pratiwi (2018) questionnaire served as the basis for this one, whereas a multiple-choice test with 30 questions was used to gauge pupils' reading comprehension skills.

Following data collection, it underwent two steps of analysis: The data for the components of the instruments must first be analyzed, and the examination of the research questions comes next. Descriptive statistics and inferential statistics are the methods of data

analysis used in this study, the scores of students are calculated by using SPSS program version 21.0.

2.1 Descriptive Statistics

Descriptive statistics according to Creswell (2012) are necessary to show overall tendency (mean, mode, and median), the range of scores, and other information (variance, standard deviation, and range). Besides that, the lowest and maximum scores are also shown using descriptive statistics. To determine the students' critical thinking questionnaire is administered and to determine students' reading comprehension the test is administered. The result will be analyzed by using the following steps:

2.1.1 Questionnaire

The questionnaire used the Likert Scale with five optional answers; those are always, often, sometimes, rarely, and never.

Table 1. The Likert Scale

Statement	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

Source: M. B. A. Riduwan (2004)

To determine the mean score for students' critical thinking score level, the researcher adapted from Sarigoz (2012). It is displayed as follows:

Table 2. Mean Score of Critical Thinking

No.	Mean Range	Interpretation	Critical Thinking Level
1	1.00-1.80	Never	Very Poor
2	1.81-2.60	Rarely	Poor
3	2.61-3.40	Sometimes	Moderate
4	3.41-4.20	Often	Good
5	4.21-5.00	Always	Very Good

2.1.2 Test

1) A multiple-choice test was used in this study's test. If the response satisfies the criteria, it receives a score of one; if it doesn't, it receives a score of zero.
2) The raw scores from the rubric were transformed into the final score using a scale of 100 by applying the following formula:

$$\text{Final score} = \frac{\text{raw score}}{\text{ideal maximum}} \times 100$$

Sugiyono (2013)

3) The researcher applies the following standards to assess the EFL's reading comprehension.

Table 3. Classifying of Scoring Reading Comprehension

No	Range	Criteria
1	86-100	Very Good
2	71-85	Good
3	56-70	Moderate
4	≤ 50	Poor

Indonesia (2014)

2.2 Assumption Testing

The assumption testing was done to clarify whether the variables had a significant relationship and whether the data population was distributed normally.

1) Normality Testing

According to Nurgiyantoro et al (2015), the term "normality" refers to the meaning of a normal distribution of the data. Normal in the sense was the following assumption of the normal distribution of data distribution. To ensure that a data distribution was normally distributed, a normality test needed to be done. Normality testing was used to know whether the data of this research had a normal or not distribution. The normality test used in this research was Kolmogorov-Smirnov because the sample in this research <50 (the data was normal if sig. >0.05) the criteria for determining whether the data was normal, used the following criteria:
The data had a normal distribution of the sign. The value was greater than 0.05.
If the sig. The value is less than 0.05, the data was not distributed normally.

2) Linearity Testing

This test is used to determine whether dependent variables and independent variables are related linearly. The correlational analysis required that this test be performed. In this investigation, the ANOVA table's variance analysis was employed. It could be viewed as the outcome of a linearity deviation to determine the degree of linearity, if there existed a linear relationship between the independent and dependent variables, then the sig. departure from linearity had to be larger than and equal to 0.05 (Sig. Value 0.05).

2.3 Inferential Statistics

According to Sugiyono (2013), a statistical method known as inferential statistics is used to analyze sample data and then extrapolate the results to the entire population. This kind of statistic is ideal to employ if the sample is taken from the obvious population and the method used to select the sample from the population is random selection. This study used Pearson Correlation Analysis to ascertain the connection

between students' critical thinking abilities and their reading comprehension skills. The SPSS 21.0 application will be used for the analysis.

Table 4. Correlation Coefficient Interpretation

No.	Correlation Interval	Relationship Level
1	0.80 – 1.000	Very strong
2	0.60 – 0.799	Strong
3	0.40 – 0.599	Quite strong
4	0.20 – 0.399	Low
5	0.00 – 0.199	Very low

Source: S. Riduwan (2011)

3.   Result and Discussion

This section presented the result of the research including quantitative and descriptive analysis, as well as a discussion of the research as follows:

3.1 Result

The questionnaire was distributed to 50 students in all eight grades at SMP Negeri 2 Baubau to measure EFL's critical thinking. The questionnaire consists of 5 indicators which consist of 30-item statements, and the questionnaire was assessed using a Likert scale. The five possible ratings on this scale, are: always, often, sometimes, rarely, and never. The following table below describes the results of students' critical thinking questionnaires after being collected.

Table 5. Critical Thinking Frequency

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	3.37	1	2.0	2.0	2.0
	3.47	2	4.0	4.0	6.0
	3.53	2	4.0	4.0	10.0
	3.57	1	2.0	2.0	12.0
	3.60	1	2.0	2.0	14.0
	3.63	3	6.0	6.0	20.0
	3.67	2	4.0	4.0	24.0
	3.73	3	6.0	6.0	30.0
	3.77	4	8.0	8.0	38.0
	3.80	2	4.0	4.0	42.0
	3.83	1	2.0	2.0	44.0

		Frequency	Per cent	Valid Percent	Cumulative Percent
	3.87	1	2.0	2.0	46.0
	3.90	2	4.0	4.0	50.0
	3.93	2	4.0	4.0	54.0
	3.97	1	2.0	2.0	56.0
	4.00	3	6.0	6.0	62.0
	4.03	2	4.0	4.0	66.0
	4.07	2	4.0	4.0	70.0
	4.10	2	4.0	4.0	74.0
	4.17	1	2.0	2.0	76.0
	4.23	1	2.0	2.0	78.0
	4.27	2	4.0	4.0	82.0
	4.30	1	2.0	2.0	84.0
	4.33	1	2.0	2.0	86.0
	4.40	2	4.0	4.0	90.0
	4.60	1	2.0	2.0	92.0
	4.67	1	2.0	2.0	94.0
	4.73	1	2.0	2.0	96.0
	4.77	1	2.0	2.0	98.0
	4.87	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

From the data above it can be concluded that the mean score of 50 respondents is 3.9676. The data were then analyzed using the SPSS 21 program (see Table 6 below). Then, the explanation of the critical thinking statistic analysis can be seen as the following:

Table 6. Descriptive Statistics of Critical Thinking

No	Statistics	
1	Mean	3.9676
2	Median	3.9150
3	Mode	3.77
4	Variance	.337
5	Std. Deviation	.36078

No	Statistics	
6	Minimum	3.37
7	Maximum	4.87

According to the data, the mean score is 2.92, the median score is 3.00, the mode score is 3.00, the variance is 0.322, the standard deviation is 0.56, the minimum score is 2.00, and the maximum score is 4.00. Based on the scoring category, the mean score implies that the EFL's critical thinking is in the high category.

The distribution of students' critical thinking scores is then presented into categories based on the criteria given. The achievement categories distribution is shown in the following table:

Table 7. Frequency Distribution of Critical Thinking

No	Scoring Range	Criteria	Frequency	Percentage
1	1.00 – 1.80	Very Poor	0	0
2	1.81 – 2.60	Poor	0	0
3	2.61 – 3.40	Moderate	1	2
4	3.41 – 4.20	Good	37	74
5	4.21 – 5.00	Very Good	12	24

According to the above data, 12 students, or 24%, fall into the very good group, 37 students, or 74%, are considered good, 1 student, or 2%, are considered moderate, 0 students, or 0%, are considered poor, and 0 students, or 0%, are considered extremely poor. It can be inferred from the table above that EFL students' have critical thinking with good category.

To assess their reading comprehension skills, 50 students from all eight grades of SMP Negeri 2 Baubau were given the test. There are 30 questions on the test. The data were assessed by using a rubric by Permendikbud No.104.2014 as the following:

Table 8. Reading Comprehension Frequency

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	53.00	1	2.0	2.0	2.0
	57.00	7	14.0	14.0	16.0
	60.00	6	12.0	12.0	28.0
	63.00	8	16.0	16.0	44.0
	67.00	5	10.0	10.0	54.0
	70.00	5	10.0	10.0	64.0
	73.00	5	10.0	10.0	74.0
	77.00	3	6.0	6.0	80.0

		Frequency	Per cent	Valid Percent	Cumulative Percent
	80.00	1	2.0	2.0	82.0
	83.00	5	10.0	10.0	92.0
	87.00	1	2.0	2.0	94.0
	90.00	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

It is clear from the table above that the total mean of 50 respondents from the students' reading comprehension score is 68.9800. The data is then analyzed using SPPS 21 (See table 9 below).

Then, the results of the reading comprehension test are displayed in the following table in the form of descriptive statistics:

Table 9. Descriptive Statistics of Reading Comprehension

No	Statistics	
1	Mean	68.9800
2	Median	67.0000
3	Mode	63.00
4	Variance	103.734
5	Std. Deviation	10.18500
6	Minimum	53.00
7	Maximum	90.00

Based on the data distribution score of reading comprehension above, it can be explained that the mean score is 68.9800, median 67.0000, mode 63.00, variance 103.734, standard deviation 10.18500, minimum score 53.00, and maximum score 90.00. Based on the assessment category, the mean score indicates that reading comprehension ability is in the moderate category.

Table 10. Frequency Distribution of reading comprehension ability

No	Scoring Range	Criteria	Frequency	Percentage
1	≤50	Poor	1	2
2	56-70	Moderate	31	62
3	71-85	Good	14	28
4	86-100	Very Good	4	8

According to the above data, 4 students, or 8%, fall into the very good category, followed by 14 students, or 28%, in the good category, 31 students, or 62%, moderate category, and 1 student, or 2%, poor category. It is clear from the table above that the

student's reading comprehension abilities are moderate. Because most students get the moderate category.

3.1.2 Prerequisite Analysis

The prerequisite analysis is carried out before testing the hypothesis. If each variable meets the analysis prerequisite, then the test can proceed. The normality test and the linearity test are part of this prerequisite analysis test.

1) Normality Testing

To determine whether the data was regularly distributed, normality testing was used. Kolmogrov-Smirnov (S-W) analysis was used to analyze the data for the statistical analysis. In the case when the Asymp. Sig. (2-tailed) value was larger than, the data was regularly distributed (0.05).

Table 11. Normality Testing

		Unstandardized Residual
N		50
Normal Parameters,b	Mean	.0000000
	Std. Deviation	7.72472072
Most Extreme Differences	Absolute	.105
	Positive	.105
	Negative	-.064
Kolmogorov-Smirnov Z		.740
Asymp. Sig. (2-tailed)		.645

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above the value of Kolmogorov-Smirnov Z was 0.740 and Asymp. Sig. (2-Tailed) was 0.645. Because of the value of Asymp. Sig. was greater than α (0.799 > 0.05), which means residual data have a normal distribution.

2) Linearity Testing

Linearity testing is used to determine the data's linearity, whether two variables have a linear relationship or not. If the Sig. deviation from linearity was greater than and equal to 0.05 (sig. > 0.05), and the correlation between independent variables toward dependent variable was linear. The following table shows the results of the statistical analysis of the linearity test:

Table 12. Linearity Testing Statistical Analysis

| | Critical Thinking* Reading Comprehension | | | | |
| | Between Groups | | | Within Groups | Total |
	(Combined)	Linearity	Deviation from Linearity		
Sum of Squares	3885.563	2159.086	1726.478	1197.417	5082.980
Df	29	1	28	20	49
Mean Square	133.985	2159.086	61.660	59.871	
F	2.238	36.062	1.030		
Sig.	0.32	.000	.481		

Considering the preceding table, the significant value of linearity was 0.481 because the significant value was greater than α (0.05). It implies that the correlation between the variable of critical thinking and reading comprehension was linear.

3.1.3 Inferential Statistic

The inferential statistics presented the data as the result of hypothesis testing using SPSS version 21 by using bivariate correlation analysis. It is used to prove whether the hypothesis is rejected or accepted. The following table displays the findings of the statistical analysis :

Table 13. Correlations Table

		Critical Thinking	Reading Comprehension
Critical Thinking	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	The sum of Squares and Cross-products	6.378	117.348
	Covariance	.130	2.395
		Critical Thinking	**Reading Comprehension**
	N	50	50
Reading Comprehension	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	The sum of Squares and Cross-products	117.348	5082.980
	Covariance	2.395	103.734
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Considering the preceding table, it can be explained that the Sig. (2-tailed) is 0.000. The value was below the meaningful of (α) 1% and the correlation coefficient of 0.652 was higher than the point of meaningful of significant (α) 5 %. Based on the table of correlation levels presented in the previous chapter, the score is in a strong category. This means that there is a positive correlation with the strong category between EFL's critical thinking and their reading comprehension ability.

3.2 Discussion

Based on the finding above, it is indicated that the value of sig. (2-tailed) = 0.000 and the value of the correlation coefficient between variable X and variable Y with the number of correlation = 0.652. This means that the two variables have a strong correlation with an interval of 0.60 - 0.799. This shows that the gravitational correlation in this study is strong. It can be inferred that EFL critical thinking and their capacity for reading comprehension are highly correlated. This means that the alternative research hypothesis is accepted.

In addition, a questionnaire was performed to identify the critical thinking style employed by the EFL students. The questionnaire asks several questions about the many aspects of EFL critical thinking that were looked at in this study, including interpretation, analysis, assessment, inference, explanation, and self-regulation. The results of the questionnaire obtained a mean value of students' critical thinking 3.9676. This means that students' critical thinking is categorized as "good" because the mean score is in the interval 3.41 – 4.20.

The second is the reading comprehension ability. The type of test carried out in this study is narrative text. The fact that the mean reading comprehension ability score is 68.98, means that reading comprehension ability is categorized as "moderate" because the average score is in the 56-70 interval.

The findings presented above are consistent with those of Wijayanti et al (2014) study which found a connection between students' critical thinking skills and their reading comprehension abilities. They found that reading comprehension and EFL's critical thinking skills were closely related, it was Based on Pearson Product Moment's data analysis, the students' critical thinking and reading comprehension test scores had an r of 0.746.

Even though the result of the research was the same as the previous research that showed the relationship between EFL's critical thinking skills and reading comprehension. However, the difference can be seen in the instrument applied to measure EFL's critical thinking. The previous research used a test as the instrument of research, whereas, this research applied a questionnaire as the instrument of critical thinking skills that became something different from the previous one.

According to Day & Park's (2005) theoretical framework, it was discovered that students successfully understood the texts they were reading. According to Grabe & Stoller (2013), comprehension is the process of reading text, creating a mental model of the major concepts, and incorporating that model into new understanding. It implies that understanding is attained when a reader correctly extracts the pertinent information from a text and integrates it into a fresh, original understanding.

The ability of students to think critically and logically based on their knowledge will be tested by critical thinking, it is clear from the aforementioned statement that reading comprehension and critical thinking are crucial skills to examine a book more easily than

using a dictionary. Additionally, the students understand the material. Students need to develop their critical thinking skills. When reading a manuscript with challenging terms, pupils who used critical thinking were better able to decipher the content without consulting a dictionary. Thus, Critical thinking and readers' reading comprehension abilities are related.

4 Conclusion

The study's findings indicate that EFL students' critical thinking and reading comprehension skills had a significant and positive correlation with the strong category. Based on the findings of statistical analysis, it can be concluded that the correlation value (R) was 0.652, falling into the strong category. Additionally, the correlation coefficient was higher than the point of meaningful of significant (α) 5% and the significant value was 0.000, which was below the meaningful of (α) 1%. Based on the results, it may be said that there was a strong relationship between the capacity of EFL students to think critically and their comprehension of reading. It indicates that at SMP Negeri 2 Baubau, either the alternative hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because there is a substantial correlation between the critical thinking and reading comprehension of EFL students.

In light of the foregoing conclusion, the researchers make the following recommendations: (1) It is advised that students develop their critical thinking skills because they are necessary for reading comprehension as well as other language skills in language learning. Critical thinking is the capacity to comprehend, formulate, and critique arguments as well as to communicate ideas clearly and effectively. (2) The researchers suggest that English teachers pay attention to their students' problems acquiring the language.

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The Adjacency Pairs in the Bing Bunny Animated Series

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ABSTRACT

An animated series narrated about a preschool bunny named Bing shows how he interacts with the world around him with the support of his caretaker through little everyday experiences. The goal of this study is to explore the pattern of adjacency pairs among Bing and his friends with their caregivers in the Bing Bunny animated series. This study applied qualitative methods and conversational analysis. The data was gathered from the conversation of all characters in Bing Bunny's official channel on YouTube. The result shows that adjacency pairs in five episodes of the Bing Bunny animated series consist of 10 types. They are greeting-greeting, summon-answer, question-answer, request-acceptance, request-refusal, offer-accept, blame-denial, apology-minimization, assertion-agreement, announcement-acknowledgement. The adjacency pair patterns reveal the successful engagement among the children and the caregivers. The exposure of adjacency pairs to children will contribute to language acquisition, cognitive development, social understanding, and overall learning.

Keywords: *adjacency pairs, Bing Bunny, animated series, children*

1. Introduction

Conversation between parents and children shows the connection and increases the children's intelligence. Numerous studies suggest that children's vocabulary development and academic success are influenced by meaningful family conversations. (Knight, 2017). To discover and describe the factors in children's language acquisition, both in terms of grammatical and social competence, conversations with young children have been studied (Filipi, 2009). In addition, Bodur et al.(2021) explained that at the intersection of social, cognitive, and linguistic development, the investigation of how children acquire conversational skills is a significant scientific frontier with significant applications in child-focused AI, education, and health care. Furthermore, it was reported that children were happier when they had more conversations with their parents and were exposed to structural parenting attitudes that provided guidelines (Mun & Lee, 2021).

Conversations between parents and children can reflect how parents support children's learning process. Parents could be biological or nonbiological caregivers (e.g., adoptive or stepparents), and parent-child communication takes place at all ages and developmental stages of the child. In addition, In terms of children's social language turn-taking, parental language input is one of the best predictors of language achievement. (Ramirez et al., 2019). By the mid-1970s, psychologists, linguists, and anthropologists were discussing the negotiated social construction of such parent-child interactions (Heath & Thomas, 1992).

Conversation contains turn-taking of the speakers in a talk. Schegloff, (2007) defines turn-taking as a sort of serial organization which entails the relative arrangement of speakers, turn-constructional units, and different kinds of utterance. The general structural arrangement is a kind of

series organization; determined by its pattern, some types of actions/speech are initially placed in a talk (e.g., greetings) and others at the end of the talk (e.g., arrangement-making, farewells). Levinson, (1983) explains turn-taking in conversation can be one speaker, A, who speaks and then stops, while another, B, begins, speaks, and then stops, setting up an A-B-A-B-A-B pattern between two speakers. All sequences of turns can be checked to figure out what types of action are being progressively assigned through them, what possible answers are being made relevant, what results are being achieved, and what organization patterns are being completed, assigned, or intended. That is, turn sequences have a pattern and can be checked to see where they are from, what is being conducted through them, and where they might be going (Schegloff, 2007).

Adjacency pair is the part of conversation analysis which shows two utterance sequences. Sack (in Purwoko, 2008) argues that the notion of adjacency pair entails (1) utterance, (2) generated by various participants, (3) organized as one first section and one-second section, (4) has a category, so that a certain first part needs a certain second part. Schegloff (2007) states that an adjacency pair is a sequential shift from the speaker to his or her partner. The conversation consists of a regular sequence as spoken by the speaker and the partner. Such sequences are expected to be interrelated.

In short, the adjacency pair is central to sequence organization and provides a powerful tool for determining how speakers organize their speech. Schegloff, (2007) elaborates that an adjacency pair has the following characteristics in its most basic, unexpanded form: (a) two turns, (b) by different participants, (c) adjacently placed; that is, one after the other, (d) these two turns are relatively ordered; that is, they are differentiated into "first pair parts" and "second pair parts". The first pair of parts are utterance types such as question, request, offer, invitation, announcement, and so on - these are the types that initiate some exchanges. The second pair of parts are utterance types like answer, grant, reject, accept, decline, agree/disagree, acknowledge, and so on. (e) pair-type related; that is, not every second pair part can follow any first pair part properly. Adjacency pairs make up pair types, which are exchanges like greeting-greeting, question-answer, offer-accept/decline, and so on. In the second part format of the adjacency pair, is related to preferred and dispreferred. Levinson, (1983) draws a correlation of content and format in the adjacency pair second part namely preferred and dispreffered. Pattern for the preferred second part in the adjacency pair are request-acceptance, offer/invite-acceptance, assessment-agreement, question-expected answer and blame denial, while for dispreferred second part comprise request-refusal, offer/invite-refusal, assessment-disagreement, question-unexpected answer/ non-answer and blame-admission.

Some research about adjacency pairs has been undergone by some researchers. Iswara et al. (2019) investigated adjacency pairs pattern in a roundtable talk participated by Susi Pudjiastuti. The adjacency pair patterns found are greeting, assessment, request, announcement, question, offer, and assertion. The pattern indicates that to foster cooperation within the conversation itself, the participants in the discussion have opportunities to speak, express their ideas and pose questions. Widiyastuti & Rustono (2018) analyzed adjacency pairs in the international interaction of high school students and teachers. The outcomes indicated that eleven adjacency pairs, including the interlocutor of greeting, call-answer, complaint-aid, complaint-apologies, request-allow, request-giving information, request-offer, request-acceptance, assignment-approval, offer-acceptance, and proposal-acceptance are beneficial as a contribution to teachers the existence of specific linguistic features of high school students that need to be taken into account. Wiratno et al., (2018) look into adjacency pairs and implicature of President Joko Widodo's talk in the episode of Di Balik Dinding Istana of the Mata Najwa TV Program. The talk show has 18 adjacency pair structures, eleven of which are preferred adjacency pairs and the rest are dispreferred adjacency pairs. The preferred adjacency pairs' structures are a reflection of President Joko Widodo's approach to answering Najwa

Shihab's inquiries about Indonesia's political climate, which is anticipated to be secure, tranquil, stable, and comfortable to avoid upsetting and dividing the Indonesian general public.

The previous research on adjacency pairs tends to take adult context in the politics and higher education domain as the object of research. However, the issues of communication patterns between children and their parents or caregivers become crucial for children's development to gain a better future and national development in the wider context. Communication patterns greatly influence children's personality so parents should have a good communication pattern (Kusumawati et al., 2019). A good and effective communication pattern demonstrates good values that guide children to be empathetic, sympathetic, honest and have interactive conversations (Hidayah et al., 2022). Lestari et al. (2020) emphasize that communication pattern with conversation orientation is shown by the close relationship among family members which is shown by interacting with each other, freely expressing opinions, having discussion routines and inviting children to make decisions. To fill the gap of the object and concern on parent-children conversation, it is taken a children's animated series as the object of research which draws the realization of conversation between a toddler and his caretaker and it is specifically discuss adjaceny pairs as the element of conversation pattern. Animated series now become the one of exposure for children at home. Children who learn at home, for instance, by becoming habituated to watch movies with instructional elements, especially good character, might develop excellent character (Arsyad et al., 2021). One of the many things that young children engage in is watching animated cartoon television. Children have a great tendency to imitate all they see when they are young. This is essential since children are exposed to and regularly watch a variety of animated cartoon films, which definitely affects their character and personality (Fardani & Lismanda, 2019)

Bing is an animated series created by Acamar Films, Brown Bag Films, Tandem Films, and Digitales Studios, based on Ted Dewan's books with the same title 'Bing. The main character of the series is Bing, a fun-loving preschool rabbit. He lives with his caregiver named Flop who guides him to experiment with various activities and help him to solve problem. Bing has some friends namely Sula, Pando, Coco and Charly. His friends also have caregivers. Sula's caregiver is Amma and Pando's caregiver is Padget. According to (Kepins, 2022), what makes Bing the best show for kids are the bright and colourful visual, Bing's world with his friends which always show fun learning, and the way the caregiver faces the child's trouble which is gentle. The caregiver regards that it is okay to make mistakes so the child can learn from that. Based on the information stated in Bing's official channel on YouTube (Phelan, 2015), the production process was completed with full support from specialist educational and child development experts. Therefore, it is considered that the series emphasizes the big stories in children's life moments, and is designed to encourage young children to gain balanced social and emotional growth.

In the UK, it was first aired in 2014. Then, Acamar Film made the Bing series available on YouTube in English in 2018. In addition, there are also Bing's YouTube channels in various languages such as Greek, Croatian, Latvian, Polish, German, Italian, Dutch, Spanish, French, Russian, Malaysian and Indonesian. Hence, international viewers from many countries have been able to watch the series.

In the context of Indonesian children's characters, Kurniasih & Ramadhianti (2022) investigated the character values in the Bing Bunny animated series based on the characters formulated by the Education and Culture Ministry. Several characters such as curious, creative, friendly, caring and responsible are revealed. From that study, it is clear to sum up that the characters portrayed in the Bing Bunny animated series are appropriate for Indonesian children. As long as this research is part of conversation analysis on toddler interactions, it has some benefits such as giving

us new information that can have a significant impact on the quality of children's care and education and providing teachers with perspectives and opportunities for reflection on their instructional methods (Gunnarsdottir & Bateman, 2017). Besides, this research also potential to become useful material in the context of teaching English to young learners. In the study conducted (Nurnaningsih, 2021), many young mothers need teaching media for their children to teach English. Therefore, examples of adjacency pairs in the Bing animated series are relatable to the child's daily life and can be taught to children both at home with parents or in the classroom with teachers. Moreover, audio-visual media in the form of cartoon series has been tested as an effective way to teach English vocabulary to children (Munir, 2016). From the explanation above, this research discusses the adjacency pairs shown in the Bing Bunny animated series.

2. Methodology

This research uses qualitative design to run a conversation analysis. As Koyama, (2006) explained conversation analysis research is qualitative because it takes complex behaviour, and explanations for it will require an understanding of that complexity, which cannot be justified until we learn more about what happens in conversation. Conversation analysis has emphasized the existence of c in conversation, the phenomenon of conversational repair, and the microanalysis of actual occurring verbal interaction (Bublitz, 2006). Furthermore, Hanks's (2006) Conversation analysis considers the speaker in interaction to be an active creator of context, one who understands the procedural system of turn-taking, the conditional relevance of conversational moves, how to hold the floor, call for a repair, and invite or block certain inferences. The data source is the video of the Bing Bunny Series on the Bing Bunny Official YouTube Channel in 5 episodes, Bye-bye, Swing, Hose Pipe, Musical Statue and Nicky. In gaining the data, the researcher watched and transcribed the conversation in the Bing Bunny animated series. Then, the researcher categorised the adjacency pairs, described the findings and drew conclusions.

3. Result and Discussion

The researcher analysed conversations from five episodes of the Bing Bunny animated series into types of adjacency pairs drawn in the following table:

Table 1. Adjacency Pair in Bing Bunny Animated Series

No	Adjacency Pair	Frequency
1	greeting-greeting	10
2	summon-answer	1
3	question-answer	35
4	request-acceptance	18
5	request-refusal	3
6	offer-accept	3
7	blame-denial	1
Table 1. Adjacency Pair in Bing Bunny Animated Series		
8	apology-minimisation	2
No	Adjacency Pair	Frequency

9	assertion-agreement	33
10	announcement-acknowledgement	5
	Total	111

Based on the table above, it is found 111 adjacency pairs which categorized into ten patterns: greeting-greeting, summon-answer, question-answer, request-acceptance, request-refusal, offer-accept, blame-denial, apology-minimisation, assertion-agreement and announcement-acknowledgement.

Next, it will be discussed how each pattern of adjacency pairs is shown in the conversation of the five episodes of Bing Bunny animated series.

3.1 Greeting-greeting

The greeting is a polite expression as a sign of welcome or recognition. The adjacency pair of greeting-greeting consists of ten. These are the examples of greeting-greeting on the episode of Swing and Nicky:

Flop: Hello, Pando

Pando: Hello

Adjacency pairs above are between Flop and Pando in the swing episode. It was in a playground when Bing and Flop played swing, and then Pando and Padget came and wanted to play swing too. Flop greet Pando first by saying "Hello Pando" and then it responds to Pando by saying "Hello".

In addition, adjacency pair greeting-greeting is shown in the hose pipe episode. Bing was experimenting with mixing up colour painting. He was being guided by Flop to make it beautifully. Suddenly, Sula and Amma came so Flop greeted Sula and Amma.

Flop: Hello, Sula. Hello, Amma

Amma: Hello, everyone!

Flop's greeting then was responded to by Amma by saying "Hello, everyone." which means greeting both Flop and Bing who were there.

Next is the adjacency pair greeting-greeting shown in the Nicky episode. It happened when Flop had some business to do so he sent Bing to Sula's home. After Flop and Bing arrived at Sula's home, Bing shouted to call Sula then Amma opened the door. Then Bing greeted Ama by saying "Hello Amma!"

Bing: Hello, Amma!

Amma: Hello, Bing!

Bing's greeting was responded by saying "Hello, Bing.". Every episode always reveals greeting-greeting adjacency pairs and "Hello" is the word that is always expressed by all characters in greeting.

Based on the examples elaborated above, the interaction in the pattern of greeting-greeting was acted by child-caregiver, caregiver-child, child-child and caregiver-caregiver. It shows all have interacted with each other every time they meet.

3.2 Summon- answer

Summon means asking someone to come. Adjacency pair of summon answer found only one in the Bing Bunny animated series, exactly in the bye-bye episode as follows:

Bing: Flop.

Flop: Yes, Bing.

At that time, Bing found a balloon that had not been blown. Then he summons Flop to come to help him. Bing summoned Flop by saying "Flop" and then it was responded by Flop by saying "Yes, Bing."

From the example above, it is clear that summon-answer is shown in the interaction between child-caregiver. The child calls the caregiver to come if they have something to ask.

3.3 Question-answer

Question refers to asking expression to find out some information. The adjacency pair pattern of question-answer is the most dominant in the conversation among Bing with his friends and caregivers. It comprises 35 items. The following are several examples:

Bing: Can you make it big so I can keep it?

Flop: Sure, if you wait for me to tie the knot then it'll stay

The adjacency pair example above is in the episode of bye-bye. At that time, Bing asks Flop how to make the balloon keep big. Then Flop answered by saying that the balloon would stay if it was tied to the knot. The next example is the following:

Flop: Are your feet, okay?

Bing: Yeah

The example above is in the episode of Swing. Flop asked Bing whether he was okay or not as far as he stopped Pando when he was swinging. Then Bing fell. Then, Bing answered it by saying "yeah" which means he was all right, although he fell.

Sula   Why does it make it shaky snake?

Flop: If we turn it on fast, the water washes and makes the hose do a shaky snaky

The example of the adjacency pair above is in the episode of Hose Pipe. At that time, Sula asks Flop why the pipe can be made into a shaky snake. Then Flop answered that when the hydrant was on fast, the water passed through the hose then it making it shaky and snaky.

Bing: Uhm... Will Floppy be back soon?

Amma: Yes, Bing. He will.

The example above is in the episode of Nicky. At that time, Bing visited Sula's house because Flop had something to do so he played there. When Flop went out Bing asked Amma whether Flop would be back soon or not.

Next is the series of question-answer adjacency pairs in the bye-bye episode. It started when Bing found something in his coloured pencil case. It was a balloon with an orange colour. Then, Flop blew up the balloon and bound it. Bing played it by hitting the balloon to Flop and then up above. Suddenly the balloon disappeared. Bing asked in the following:

Bing: Where's balloon?

Flop: When you bounced up and down balloon went
          pop. Oh here.

Bing asked where the balloon was, then Flop answered by explaining that when the balloon was bounced up and down the balloon popped. He did not tell where the balloon was directly but explained it first. Afterwards, he showed me where the balloon was. Bing asked again as follows:

Bing   Can we make it bigger again?

Flop: I can't Bing he went pop

Bing: Can I keep him?

Flop: Sure, let's think of a place we can put him where you won't
          forget him.

The conversation above is the series of question-answer adjacency pairs after they found the balloon which had bounced up and down. Bing asked whether Flop could make the balloon big again. Afterwards, Flop answered that he could not if the balloon went pop. Then Bing posed the next question by saying whether he could keep it or not. Flop was not sure, so he got him to think. The way Flop answers stimulates the problem-solving skill for Bing.

The next example is in the episode of musical statues. Bing and all his friends, Sula, Pando, and Coco were playing in Sula's house. Then, Amma, the caregiver of Sula invited everyone to play a game together as follows:

Amma:	Who's ready to play a game?
All:	Me… me… me…

Bing and all his friends said "me" which means they all agreed to play.
The other question-answer adjacency pair in the episode of Musical Statue is the following:

Coco:	Can we start again?
Amma:	Good idea and remember to focus and when the music stops stand statue still

Coco asked whether they could start again or not then Amma answered that was a good idea and reminded them to be focused when the music stopped, they had to stand like a statue. In this adjacency pair the way Amma asks is not by saying yes, however, she compliments Coo that starting over the play was a good idea then she also reminds the rules of the game.

Based on the elaboration of the example of the question-answer pattern, questions are dominantly posed by child and the questions shows their curiosity about many things. It was also good that the caregiver could give the answer easily understood by the child.

3.4 Request-Acceptance

A request is asking for something politely. It is responded to by acceptance. The adjacency pair of request-acceptance is found in 18 pairs of conversations. The examples are explained in the following:

Bing:	Watch Flop.
Flop:	Easy Bing. He might go pop.

It is in the episode of Bye-bye when Bing finds a balloon in his coloured pencil case. At that time, Bing asked Flop to watch the balloon, then Flop answered by saying that was easy for Bing and he might go pop. It means that Bing's request is accepted by Flop. The other example of a request-acceptance pattern in the bye-bye episode is below:

Flop:	Ready to put the bye-bye box away Bing?
Bing:	Yup

In that context, the balloon that was found than played by bouncing it up and down and then banged. Bing was so disappointed because the broken balloon could not be back. Flop asked him what he should do. Then Bing said that we could put it into a bye-bye box. After that Flop asked Bing whether he was ready or not to put the balloon which was broken into a bye-bye box, then Bing responded by saying "Yup", the other way to say 'yes'. It means that he accepted the request from Bing.

The next example is in the episode of swing. In the swing episode, Bing and Flop went to a playground were a swing and other play equipment. After they almost arrived at the playground, Bing requested Flop to hurry as follows:

Bing:	Come on Flop hurry Flop!
Flop:	Coming

Then, Flop responded by saying "coming". It means that he accepted what Bing requested. A child needs a fast response when they request something.

The other example of a request-acceptance pattern in the episode of swing is below:

Pando:	Swing swing Hurry up Padget
Padget:	Getting there Pando

When Bing was in the playground and playing swing, Pando came with his caregiver. Pando wanted to play swing and then asked his caregiver to hurry up too. Then, Padget said to get there Pando which means that she accepts Pando's request to hurry. After Pando invited his caregiver to hurry, he asked that he wanted to play with the big swing that was being played by Bing.

Pando:	I want the big swing
Padget:	It'll be your turn in a minute

His caregiver accepted his request but with delayed by saying that it would be his return in a minute. Accepting requests with delay is a strategy if the request can be realized soon for sure. Then, because Pando wanted to play swing that was played by Bing, Flop requested Bing to take turns with Pando as said below:

Flop:	Bing how about counting to ten and then it's Pando's turn
Bing:	Okay

As in the conversation, Flop requests Bing to take turns to Pando by posing an idea to count to ten. Then, Bing accepted by saying okay. It shows that to give a request to a child, it's important not to make an imperative sentence but with a negotiation strategy so the child can accept it. In some ways, it was the turn of Pando. However, he broke the agreement. He kept playing swing. Bing was angry. To restrain Bing's anger, Flop requested as follows:

Flop:	Why don't we do something else while we're waiting for Pando to count?
Bing:	Ah okay

The conversation above shows how Flop offer alternative activities to Bing because Pando refuses to take a turn. Bing accepted the idea with a sad face then he asked to play see saw.

Next is the pattern of request-accept in the episode of the hose pipe. At that time Bing was doing mixing up painting. He wanted to paint Flop. He had already three major colours on the pallet. Afterwards, he mixed between red and yellow which became orange. That was good. It became brown when he mixed it up with other colours then Flop gave him a direction as follows:

Flop	If you are doing mixing clean your brush between colours. Dip it, wipe it.
Bing	Dip it! Wipe it!

The direction from Flop who guides Bing on how to mix up colour properly. It should clean the brush between the colour, and tip and wipe it first. Bing accepts his request by repeating his directions to dip and wipe the brush. It worked. Afterwards, Sula and Amma came. They saw Bing was doing a mix-up painting. Sula requested to do mix-up painting too as in the following:

Sula:	Can I do a mix-up painting too?
Amma:	Of course, sure you can as long as you wear a painting bib

Sula's request was responded to by her caregiver, Amma. She allowed her to do mix-up painting with the condition that she had to wear a painting bib. Sula was happy that her caregiver accepted her request.

In the episode of Nicky, it is also found the pattern of the request-acceptance adjacency pair. At that time Bing was sent to Sula's house because Flop has some business to do. There, he met

Nicky, her adorable cousin who wore glasses. Then, Amma asked them to do paper ripping and prepare all the tools and materials as in below:

> **Amma:** Alright. Everyone can have a mats, paper, and a pen. We have to do a drawing first.
>
> **Sula:** Oh, Oh! I'm gonna make my sparkliest star!

Sula responded by saying her imagination on the ripping paper would be the sparkliest star. It means that she accepted her request to be ready for ripping paper activities. In the progress, Bing, then, asked Sula to give him a brown paper, which was near her.

> **Bing:** Can I have that brown paper, Sula?
>
> **Sula:** Yes, Bing. It's okay.

Then Sula responded by saying 'yes' and 'it's okay'. It shows clearly that Sula accepted Bing's request. When Sula and Bing were ripping paper, Nicky was playing Bing's speedy car and bumped into Bing's work. It made Bing little scream by saying to be careful Nicky. However, then, Sula was a little offended and asked Bing to be nice to Nicky as in below:

> **Sula:** Be nice to Nicky, Bing! He's only little!
>
> **Bing:** Oh yeah, I'm being nice. He's playing with my speedy car.

Bing replied sadly that he was being nice. Although Bing replied to Sula's request with sad intonation, he accepted her request.

From the examples elaborated above, it can be seen that the interaction in the request-acceptance pattern is between child-caregiver; caregiver-child and child-child. The child gives some requests and then responds to the caregiver with some explanation and rules to maintain their self-regulation. The request from the caregiver was accepted by the child mostly responded by saying 'okay'. It also happens in child interaction. This pattern reveals the good relationships during the activities they do to support the learning process of the children.

3.5 Request-refusal

Request as asking for something politely is not always accepted. There are adjacency pairs which show request-refusal in some episodes. The first example is in the episode of bye-bye. In the episode, Bing was played with a balloon which was found in his coloured pencil case. He bounced it up and down. After some time, the balloon was popped. He was surprised, and he asked Flop if he wanted the balloon to come back as in below:

> **Bing:** I want him back ah
>
> **Flop:** It can't come back Bing. It went pop and when balloons go pop no matter how much you try, they won't blow up again

Flop answered Bing's request by explaining that the balloon that popped could not be blown again even if he tried again and again. Through the explanation, it implied that his request could not be realized.

The other example of request-refusal is in the episode of Musical Statues. At that time, Bing and his friends were in Sula's house. Amma invited them to play a game together and asked Bing to choose the game. However, Sula made a request as expressed below:

> **Sula:** Can I choose the game please?
>
> **Amma:** Next time Sula, it's Bing's turn today

However, Amma refused Sula's request not by saying 'No" but by an explanation that Sula could choose next time and that day had been Bing's turn. Although it is a yes-no question, Amma did not answer by saying no. It intends to not hurt Sula's feelings so she chooses to explain.

The next example is in the episode of swing. It is while Bing was playing swing, Pando came and wanted to play in the swing that was played by Bing. His caregiver, Padget offers an alternative way by giving him a request the following:

Padget: You could always swing in this one Pando
Pando: That doesn't go high enough

Padget asked Pando to take another swing beside the swing that was being used by Bing. However, he was refused by the reason that the swing could not go high enough.

After there was an agreement offered by Flop that each of them would take turns playing swing in the counting to ten. Bing left the swing after the counting and then gave it to Pando. However then, in the Pando's turning, he refused to count until ten. He counted at first but very slowly and not in the sequence. It made Bing impatient. He asked Pando to hurry as in below:

Bing: Hurry up Pando. You're counting too slow
Pando: Look at me

After Bing requested Pando to hurry up, he just did not continue his counting. He made another request to Bing to look at him. It implied that he refused Bing's request.

Based on the three examples of the request-refusal pattern, it can be seen that some conditions caused refusal as the second turn. First is if the condition is impossible to realise and if the child dislikes the request. It is a normal reaction for the child to refuse because they tend to do what they like. However, if we see the continuation of the conversation, the caregiver has some ways so the child can make the request.

3.6 Offer-accept

Offer is asking someone if they would like to have something. The adjacency pair of offer-accept consists of three pairs of conversations in the episode of Nicky. When there was a quarrel between Bing and Sula because Nicky's glasses were broken, Bing was sad and he wanted Flop's presence. However, Nicky approached Bing to show that his glasses could be repaired. Finally, Sula apologized to Bing and they made peace. To make the condition much better, Amma offered her special carrot cake:

Amma: Okay. Who's ready for my special carrot cake?!
Sula: Me!

The adjacency pair above is in the episode of Nicky. At that time, Amma offered to make a special carrot cake. Then Sula accepted it by saying "me". She was excited and wanted the special carrot cake made by Amma. Not long after the offer, Flop came, all welcomed and opened the door. Flop came in then Amma offered him a cup of tea like below.

Amma   Cup of tea?
Flop   Oh, lovely.

Responding to Amma's offer, Flop said "Oh, Lovely". It implied he agreed delightfully.

Offer-acceptance pattern which is found also in the hose pipe episode. It is when Sula had been joined mixing up painting with Bing, Flop offers Amma a cup of tea like in the following:

Flop   Cup of tea, Amma?
Amma   Oh yes please, Flop.

Then Amma accepted it by saying "Oh yes please, Flop." Based on some examples above, the offer is usually in the context of offering food and drinks which are then responded to by acceptance.

Based on some examples above, the adjacency pair of offer-accept is shown by caregiver-

child and caregiver-caregiver. The offers are about offering food and drink.

3.7 Blame-denial

Blame is to say or think that someone commits something wrong and they are responsible for something bad happening. The adjacency pair blame-denial consists of one pair. Here is an example:

> **Sula:**   Bing you should have looked after Nicky
> **Bing:**   I did!

The denial above is in the Nicky episode. At that time, Bing was playing with Nicky in Sula's house. They were playing slide. Sula blame Bing that because he played slide, Nicky's glasses were broken. She blamed Bing for looking after Nicky but he did not. Then Bing denied it. He said that he did look after Nicky. Denial act after blaming is the expression of how Bing defended himself and tried to prove that he was not guilty of the broken glass of Nicky.

This pattern is the least adjacency pair acted by child-child. It means sometimes this can happen during the play of the child. However, if we see the continuation of the conversation, it turns out to be apologizing to each other.

3.8 Apology-minimization

An apology is the act of saying sorry if we do something wrong. The adjacency pair of apology-minimization consists of two pairs in the conversation of the Bing Bunny animated series. The first example is in the episode of Nicky. After the blame denial about the broken glass of Nicky between Sula and Bing. Bing was very sad and walked to be alone. It was followed by Amma and Nicky. Then Nicky showed him that his broken glass could be repaired. Bing was very happy. Sula saw it too. Soon Sula apologized to Bing as in the below conversation:

> **Sula:**   Oh, I'm sorry Bing
> **Bing:**   Sorry Sula

After Sula said sorry, Bing also said sorry too. Bing's response is meant as a minimization, although he said sorry too.

The next example is in the episode of Hose-Pipe. When Bing was doing mixing up painting, he was guided by Bing. Suddenly, the paint dropped into Flops' hand making the painting become a mess too. Bing apologized to Flop as follows:

> **Bing**   Sorry, Flop.
> **Flop**   It's okay. Try again, Bing.

The example of the apology-minimization adjacency pair above is in the episode of Hose Pipe. Bing asked for an apology to Flop by saying "Sorry, Flop." Then, Flop minimizes it by saying "It's okay. Try again Bing." In short, Flop wanted to encourage Bing to keep trying until he could make his mix-up painting better.

From the two examples of the apologize-minimization pattern, it is seen that the children are accustomed to saying sorry if they make mistakes. The caregiver also shows encouragement to the child to fix the mistakes.

3.9 Assertion-agreement

Assertion is a statement that is strongly believed to be true. The adjacency pair assertion-agreement is the most common pair that is found in the Bing Bunny animated series. It consists of 33 pairs. These are some examples from five episodes. The first examples are from the bye-bye episode.

It is when Bing found something on his colour pencil case. Afterwards, he told Flop like in the following:

Bing:	Oh, hey oh there's something on my colour pencil case, Flop.
Flop:	Ah you found a balloon

Bing asserted that there was something on his pen. Then Flop agreed that Bing found a balloon there.

After the balloon was played bouncing up and down, it was popped. Bing was disappointed because the balloon could not be blown again. Flop gave him the advice to keep it in a place where he could see it whenever it was. Then he asserted as in below:

Bing:	My bye bye box
Flop:	Good idea Bing bunny. Let's get your bye-bye box

After Bing stated that it was his bye-bye box, Flop accepted his idea and asked him to take his bye-bye box. Bing took the bye-bye box. Then, Flop state in the following:

Flop:	Ah balloon will be safe in there
Bing:	and I can see him whenever I want

After Flop stated that the balloon would be safe in the bye-bye box. Bing added that he could see the balloon whenever he wanted. It implies that he agreed with Flop's assertion.

The next examples are from the swing episode. In this episode, Bing was playing swing in the playpark, when Pando came. He wanted to play swing which was played by Bing. Flop gave the solution to take turns. However, Pando broke the agreement. Bing was angry. He stopped while Pando was still swinging. He fell and Pando stopped his swing. Flop and Padget check Bing's condition. He was asked why he stopped Pando, and then Bing gave an assertion as below:

Bing:	It was my turn and I wanted Pando to stop
Flop:	It was your turn Bing

Bing asserted that it had been his turn and he had wanted Pando to stop. Then, Flop agreed that it had been Bing's turn. Afterwards, Padget explained that swings needed time to stop as in below:

Padget:	When swings are swingy they take time to stop
Flop:	Yes, running in front of the swing can't make Pando stop but now Pando's finished on the swing and it's your turn again

Responded to Padget's assertion, Flop agreed then he emphasized again that it was Bing's turn to swing. How Flop responded to the assertion of Bing and Padget shows his wisdom as a caregiver to support Bing because he was right.

The next examples are from the musical statues episode. In this episode, Bing and his friends are in Sula's house. Amma offered them to play a game and it was Bing's turn to decide the game. After some time to think Bing said that he wanted to play musical statues still as in the following:

Bing:	Musical statues still
All:	Okay

After Bing stated the musical statue game that he wanted to play, all his friends agreed with him by saying "Okay". It is a sign of agreement. Later, Bing stated his wish to be the last one in that game

Bing:	I wanted to be the last one I chose the game
Flop:	Yep, and everybody loved it

Bing's statement was agreed by Flop by saying "yep", then he added that everybody had loved it. In the musical statue episode, the assertions of Bing were responded to by all his friends and Flop, his caregiver. It means his friends and his caregiver give support to Bing.

The next examples of assertion-agreement patterns discussed are in the episode of House Pipe. In that episode, it was painting day. Bing started to take out the colour into the pallet, but it was splattered into the bib. Then Bing said the following.

> **Bing:**   Oh! It's all messy, Flop.
> **Flop:**   Yeah. It's no Bing thing, Bing.

Flop agreed with Bing. He said "Yeah" as a sign of agreement. Then, he added that it was no Bing thing. Therefore, he helped Bing to wipe out the mess on his bib. Bing tried again. He took out the paint gently and made a mix-up of yellow and blue colours. He was happy that it turned out to be green by saying the expression below:

> **Bing:**   Oh! Look, it's green, Flop!
> **Flop:**   Yes. Indeed.

After Bing exclaims that the mix-up colour that he made was green, Flop agrees by saying "Yes, indeed." Later, Bing wanted to paint Flop, so he needed orange colour as stated below:

> **Bing:**   I need orange. I'm going to paint you, Flop.
> **Flop:**   Oh okay, Bing. A little bit of red.

Flop agreed by stating" Oh, okay" then he added that the colour that he mixed up was a little bit red. It means Flop did not directly correct what he was doing. He said yes first then gave a correction.

Another example of this assertion-agreement pattern is in the episode of Nicky. When Flop had some things to do outside the house, he sent Bing to Sula's house. It turned out there was Sula's cousin named Nicky. He played Bing's speedy car as said by Amma

> **Amma:**   Ah yes, Nicky. That's Bing's speedy car!
> **Bing:**   Yes…

After Amma stated that what Nicky was holding was Bing's car. Bing agreed by saying 'yes. They stated" Oh were played together first by making ripping paper. Afterwards, Sula went to her room and it remained Bing and Nicky played with the car. They played slide. Suddenly Nicky fell out after he slipped which made his glasses broken. Sula was very angry with Bing which made him feel sorry and sad. He missed Flop. However, Nicky approaches Bing and shows him that his glasses can be fixed so it makes Sula and Flop apologise to each other. Finally, to make the situation better, Amma offered them carrot cake and they were happy again.

> **Amma**   Well, my carrot cake won't make itself. I'll be in the kitchen!
> **Sula**   Oh, okay Amma!

Amma was glad to hear that they wanted the carrot cake. Then, she asserted that her carrot cake would not make itself so she would be in the kitchen. Her assertion was agreed by Sula by saying "Oh, okay Amma! As stated above.

Based on the elaboration of examples above, the adjacency pair pattern of assertion-agreement is dominantly executed by the child-caregiver. The child finds something. He asserted it then it was agreed by the caregiver with further explanation. It is good for the child's learning process that they can expand knowledge from something that he knows first and then be added by the explanation of the caregiver.

3.10 Announcement-acknowledgement

The announcement gives information about something. The adjacency pair of announcement acknowledgement consists of five pairs. These are some examples from the episodes of hose pipe. At that time, Bing was doing a mix-up painting. He successfully mixed blue and yellow colours into grass then he painted grass. Afterwards, he announced his painting to Flop as expressed below:

> **Bing:**   That's a grass!
> **Flop:**   Oh, lovely, Bing!

Flop responded to Bing's announcement with an acknowledgement "Oh, lovely, Bing!". The other example in this episode is when Sula and Amma come to Bing's house Bing tells them that he had

been mixing up painting. Then Amma appreciated by saying "Clever Bing!" as expressed in the following:

> **Bing:** I'm doing mixing up painting!
> **Amma:** Clever Bing!

The pattern of announcement-acknowledgement reveals the courage of the child to show his work and big appreciation from the caregiver which supports the learning needs and a good environment for the development of the child and a healthy relationship between the child and the caregiver.

Concerning the research question, it was found that the adjacency pair pattern from the most and the least consists of question-answer 31%, assertion-agreement 29,7%, request-acceptance 16,2%, greeting-greeting 9%, announcement-acknowledgement 4,5%, request-refusal 2,7%, offer-acceptance 2,7%, apology-minimisation 1,8, summon-answer 0,9% and blame-denial 0,9%. This result has several implications. Based on the theory of (Levinson, 1983), it is seen that the eight patterns are categorised as preferred correlation such as question-answer, assertion-agreement, request-acceptance, greeting-greeting, announcement-acknowledgement, offer-acceptance, apology-minimisation and summon answer. It means that the response of the first act is as what is expected. In the question-answer pattern, the child asked questions about the things around them. What is it, where is it, and why is it were the questions types of the children and the caregiver answered them simply, clearly and gently. Hence, this pattern accommodates the children's curiosity about many things around them. If it is compared with other research, It has different results. Sudartinah, (2023) explained that children were always the second part to answer the adult question. These differences relate to the cultural background of the conversation where the children are raised.

The assertion-agreement pattern is mostly shown when the children find something and the caregiver just agrees with their statement. The request–accept pattern happens when the children ask for something and the caregiver allows them. Greeting-greeting illustrated how a child with his friends or other caregivers usually greets each other when they meet. Announcement-acknowledgement is similar to the assertion-agreement pattern. Offer-acceptance was usually initiated by the caregiver to offer food to the children and the children wanted it. Apology-minimization was usually a habitual action that the children did when they made a mistake. The last is summon and the answer is similar to question and answer when the child calls and the caregiver answers or vice versa. The preferred correlation implied a good relationship among children, their caregivers and friends.

Meanwhile, the dispreferred correlation is revealed in the pattern of request-refusal and blame-denial. The dispreferred correlation of request-refusal implies the positive proposition because not all children's requests can be agreed upon. The way the caregiver refuses is by explaining with loving intonation so it will not hurt the child. It is similar to the study of (Averina, 2023) in the context of the classroom domain where the teacher highlight the crucial messages without directly announcing them to the whole class to keep the students' feeling. Dispreffered correlation shows some delay, hesitation and appeals in the second part as the response (Aloyan, 2014). However, this research did not find delay and hesitation. It was just directly refusing after request and denying after blaming. This is because the context of the conversation shows how the caregiver explains the child's request which cannot be fulfilled. In addition, the denial was realized in the context of the displeasure condition of the blaming. It was the part of face-saving act.

Overall, the preferred and dispreferred correlations of adjacency pairs in the Bing Bunny animated series show that children and their carers are successfully and actively interacting with

one another. The most crucial thing to keep in mind is that the carer organises the children's activities and supports them. This show might serve as a beautiful example of how to engage with your kids. However, Zimmerman et al. (2009)found little evidence connecting child exposure to television to language development. As a result, parents should be encouraged to converse with their children in both directions and to provide them with linguistic input through reading or storytelling, and the manner of engagement.

From the adjacency pairs in the Bing Bunny animated series, children can learn multiple skills such as language acquisition, turn-taking and listening skills, critical thinking, problem-solving, as well as social and emotional skills. The adjacency pairs expose kids to phonological, grammatical, syntactic, and vocabulary patterns. Through exposure to actual language use, they develop their ability to create sentences, use various tenses, and successfully interact in various situations. In addition, the adjacency pairs depict turn-taking, in which people change between speaking and listening. Children pick up essential social cues like turn-taking and attentiveness as they learn when it is their turn to speak and when to listen. They learn how to answer greetings with greetings, how to ask questions and express their thought and feelings. In terms of critical thinking and problem solving, when the children ask about something, the caregivers do not directly answer it. They usually ask some questions to children first to stimulate them to think more and find the answer by themselves. Lastly, the adjacency pairs in this animated series teach children to cope with social-emotional skills such as apologizing for mistakes, asking for something politely, saying thank you, being empathetic, actively listening, and how to manage conflicts constructively.

In essence, the adjacency pairs essentially give kids a rich, active learning environment. They not only learn language, but also expand their knowledge of the world and their capacity for social, emotional, and cognitive development. Children's learning experiences from the adjacency pairs in conversation are greatly influenced by their parents, carers, teachers, and classmates. Therefore parents, caregivers and teachers need to have positive conversations. Creating positive conversation habits at home can raise security and build self-confidence so it will guide a child to be well-behaved at school and in the neighborhood.

4. Conclusion

In the interaction among children and their caregivers, adjacent pairs show how the caregivers react to the child's first action in the next turn position and how the children react to the caregivers' subsequent actions. In the context of five episodes of the Bing Bunny animated series. It showed ten adjacency pair patterns, such as greeting-greeting, summon-answer, question-answer, request-acceptance, request-refusal, offer-accept, blame-denial, apology-minimization, assertion-agreement, announcement-acknowledgement. The most dominant adjacency pair found is question-answer and assertion-agreement. It implies that the conversation among the children Bing, Sula, Pando, Nicky, and their caregivers Flop, Amma, and Padget depicts simple conversation in a child's world. The summon-answer and blame-denial pairs are the least adjacency pairs. Summon-answer is the least common because, based on the conversations in each episode, we know that they are always present among the kids and their caretakers, making summoning rare. Then, blame denial is very rare because in each episode, much more is shown about the joy of playing than conflict between the kids. Because the adjacency pairs in the Bing Bunny animated series can serve as a model for interaction at home, it is recommended for children, parents and caregivers to watch it. Besides, the result of this research might be useful for English language learners. From the adjacency pairs shown, the language learners know how the conversation is realized by kids in English. They can also learn and apply it

to their communication skills. In addition, parents also can learn the pattern of communication in this series so they can adapt it into real conversation or interaction with their children. Other researchers can conduct additional research on turn-taking or pragmatics analysis in the future.

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Mapping Business English Researches Globally: A Bibliometric Analysis Using VOS Viewer

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ABSTRACT

The specific objectives of this study are 1) to describe the global business English research overview, 2) to describe business English research and Co-Authorship in English, and 3) to indicate research gaps and provide recommendations for further research in Business English. This was literature review research. The database in this research was the Scopus database which is accessed via https://www.sciencedirect.com/ page, and the data were articles published in Scopus. The data was analysed using VOSviewer software. The results of this research indicated that this research was related to the possibility of future research related to Business English, for example in general, when talking about Business English, the research setting in Indonesia was still limited to Scopus. It could be seen that the setting was still dominated by China and Singapore. In addition, Business English was closely related to the field of professional communication both in oral and written language. Then, the context of Business English research was focused on higher education, and has not touched on vocational high schools, where graduates are prepared to enter the world of work, for example, vocational high schools in the fields of hospitality, health and so on.

Keywords: Bibliometric Analysis, Business English Research, VOS Viewer

1. Introduction

Related to the research on Business English, researchers examine various aspects such as language use, communication strategies, cultural implications, and linguistic features specific to business interactions. This research aimed to understand how language influences business relationships, negotiations, marketing, and other professional activities. It's important because effective communication in the business world is essential for global interactions and collaborations. Learning English has become increasingly important in the era of globalization. Some key reasons related to the point include that English has become a global communication tool. English has emerged as the lingua franca of global communication. It is widely spoken and understood in many countries and used as a common language for international business, diplomacy, and academic exchanges. Knowing the English language enables individuals to engage in effective communication with individuals from various linguistic backgrounds and cultural contexts. English is also important in business and career opportunities. English proficiency is highly valued by employers worldwide. In many industries, knowledge of English is a prerequisite for job opportunities, career advancement, and international assignments. Companies that operate globally often require employees who can communicate effectively in English to engage with clients, negotiate contracts, and collaborate with international colleagues. Besides, understanding English is access to information and resources.

English accounts for the largest proportion of information accessible on the internet (Fiharsono, 2011). Learning English enables individuals to access a vast range of resources, including research papers, articles, books, and online courses, thereby expanding their knowledge and staying updated in their fields (Suciharita, 2021)

Then, English is also used for cultural exchange and travel. English serves as a bridge for cultural exchange and travel (Rao, 2019). It allows individuals to engage with people from different backgrounds, understand diverse perspectives, and appreciate global cultures. English proficiency facilitates smoother travel experiences, as it is commonly used in hotels, airports, and tourist destinations. It's also used for personal development. Learning a new language, such as English, enhances cognitive abilities, critical thinking, and problem-solving skills. It broadens horizons, encourages a global mindset, and fosters cross-cultural understanding, leading to personal growth and increased cultural sensitivity. In the technological advancements, English is the language of the internet, digital platforms, and technological advancements (Avantskill, 2018). Knowing English equips individuals with the skills to navigate and utilize digital tools, stay updated with the latest technological developments, and participate actively in the digital economy. To sum up, acquiring English language skills is essential in the age of globalization as it enables smooth and efficient communication, expands career opportunities, grants access to information and resources enables international education experiences, promotes cultural exchange, and keeps individuals abreast of technological advancements. It is a language that opens doors to a world of opportunities and enables individuals to thrive in a globalized society (Rohmah, 2005)

English for Specific Purposes (ESP) originated in the 1960s as a response to the need for English language proficiency in specific fields of study (Johns & Dudley-Evans, 1991) Its primary objective was to enhance communication skills within a particular discipline (Sari & Atmanegara, 2018; Hosseini & Shokrpour, 2019; Ahmed Alsamadani, 2017; Arnó-Macià et al., 2020; Nimasari, 2018; Amine & Faiza, 2018). Various studies have explored ESP in areas such as accounting, medical and nursing, engineering, and business. These studies, conducted by different researchers, have shown that ESP is constantly evolving through the development of teaching materials, media, and curriculum design. The aim is to align the educational content with the requirements of graduates, enabling them to succeed in their professional careers and compete on a global scale.

Business English pertains to the specialized application of the English language within a professional or corporate environment (Wagner, 2023). It is a subset of English language skills that focuses on the vocabulary, phrases, and communication strategies commonly used in various business settings, such as meetings, presentations, negotiations, emails, reports, and networking. In terms of vocabulary, Business English includes specific terminology and vocabulary related to industries, sectors, and functions within the business world. It encompasses terms related to finance, marketing, sales, human resources, operations, and more (Nickerson and Planken, 2015). Then, effective communication is essential in the business world. Business English helps individuals develop skills in speaking, listening, writing, and reading to effectively convey their ideas, negotiate, persuade, and collaborate with colleagues, clients, and stakeholders. Business English also focuses on developing writing skills for various business purposes, such as emails, reports, memos, proposals, and presentations. It emphasizes clear, concise, and professional writing that conveys information effectively and professionally (Zhang, 2013). It also covers skills required for participating in and leading meetings, as well as delivering presentations. This includes strategies for structuring presentations, using appropriate visual aids, engaging the audience, and handling questions and feedback. In an increasingly globalized business environment, understanding and adapting to different cultural norms and communication styles is crucial. Business English helps individuals

navigate cross-cultural interactions, including understanding cultural differences, and etiquette, and adapting communication styles accordingly. Business English also covers the norms and practices of professional conduct in the business world. This includes topics such as appropriate language and tone, professional behaviour, networking skills, and business etiquette in different settings. Business English guides preparing for job interviews, including techniques for answering common interview questions and presenting oneself effectively. It also helps individuals develop skills in writing resumes/CVs that highlight their qualifications and experience. Overall, Business English aims to equip individuals with the language skills and communication strategies necessary to succeed in a professional business environment. It enables effective communication, enhances career prospects, and facilitates successful interactions with colleagues, clients, and partners from diverse backgrounds.

There was quite a lot of research that has been done about Business English, for example (Arif et al., 2019). In the study, it was stated that Narotama University had two classes of working students, namely class B and class C. Class B underwent traditional face-to-face instruction, whereas Class C experienced a combination of traditional instruction and e-learning known as "Elina." This study employed a quasi-experimental approach to investigate the disparities between blended learning classes and traditional learning classes within the Business English course. The t-test method was employed by the author to examine scores on midterm exams, final exams, assignments, attendance, and overall semester performance. The findings indicated that there was no statistically significant distinction between the blended learning class and the traditional learning class in terms of total scores and attendance. Nonetheless, there are two notable variations. Firstly, the blended learning class achieved lower scores than the traditional learning class in the midterm assessments. Secondly, in terms of final exam and assignment scores, the blended learning class outperformed the traditional learning class.

Another research was conducted by (Prasodjo et al., 2021). The objective of this study is to evaluate, from the perspective of students, the extent to which the Business English curriculum at a private university in Batam effectively addresses the requirements of the contemporary workplace. This research was conducted by distributing questionnaires to 60 students taking Business English courses at the university. The findings of the study indicate that students perceive the Business English curriculum's alignment with the workplace requirements in Batam as highly relevant. In addition, the article also states that increasing student confidence in speaking English is an important issue that needs to be considered in the development of the Business English curriculum. The article also suggests conducting further research to explore an effective Business English curriculum that meets current needs and can increase students' confidence in speaking English.

Then, there was research conducted by (Ria & Malik, 2017). This study discusses the design of the Business English syllabus which is based on the needs of Economics students. The author employs both quantitative and qualitative approaches to gather data from students, lecturers, graduates, and entrepreneurs to formulate a customized Business English syllabus catering to the specific needs of Economics students. The study's findings highlight the significance of conducting a needs analysis to create a syllabus that effectively addresses students' requirements and real-world work scenarios. Data collected through questionnaires and interviews show that Economics students need different English skills depending on their future job field. This research guides lecturers to design a Business English syllabus that suits the needs of students and the world of work.

Based on several previous studies, no research has comprehensively conducted a bibliographical review of Business English. Thus, this study aims to fill this gap. The specific objectives of this study are 1) to describe the global business English research overview, 2) to

describe business English research and Co-Authorship in English for Specific Purposes Journal, 3) to indicate research gaps and provide recommendations for further research to carry out field research in the study of Business English.

For data analysis, this study utilized the VOSviewer tool. According to its official description, VOSviewer is a software tool designed for constructing and visualizing bibliometric networks. These networks can encompass various elements such as individual journals, researchers, or publications, and can be created based on citations, bibliographic merging, co-citations, or co-author relationships. Additionally, VOSviewer provides text mining capabilities, enabling the construction and visualization of co-occurrence networks of significant terms extracted from scientific literature collections.

2. Methodology

This was literature review research, which can assist researchers in studying the contents of the bibliography, and citation analysis of each article taken from the Scopus database via https://www.sciencedirect.com/. Bibliometric analysis, which is occasionally known as scientometrics, forms a component of research evaluation methodology. By utilizing different literature sources, it becomes feasible to conduct bibliometric analysis through distinct approaches (Ellegaard & Wallin, 2015).

The keyword used in the Scopus database was "Business English". To achieve the goals that researchers want, researchers used the VOSviewer application. The principle in making a bibliometric is First, the researcher determines the keywords, in this case, "Business English". Second, searching for articles obtained from the Scopus database via https://www.sciencedirect.com/, so that a different number of publications appears each year. Third, the existing articles were then stored in RIS file format so that they could be processed using the VOSviewer software. Fourth, After the article data is filtered and processed data is produced. Fifth, relevant, concrete, and unique graphics and export them to RIS (Research Information System) format so that the VOSviewer software can read them. This VOSviewer can visualize predefined article searches, the steps (Herdianto et al., 2021) can be summarized as follows: determine search keywords; perform an article search; filter and process search results data according to needs; collect and compile statistical data search results; perform a bibliometric analysis.

3. Result and Discussion

3.1. Global Business English Research Overview

Based on the results of an initial search conducted by researchers on the Scopus database on ScienceDirect with the keyword "Business English", 122,864 articles were found, ranging from 2000 to 2024. These results are divided into several article types, including Review articles (6,700), Research articles (73,063), Encyclopedias (1,927), Book chapters (13,234), Conference abstracts (1,130), Book reviews (3,195), Case reports (114), Conference info (695), Correspondence (1,018), Data articles (94), Discussion (4,488), Editorials (1,333), Errata (23), Examinations (6), Mini-reviews (259), News (1,734), Patent reports (50), Practice guidelines (79), Product reviews (337), Replication studies (1), Short communications (1,862), Software publications (7), Video articles (1), and Other (11,514).

Of the various types of articles covering various fields of the journal, including The Lancet (5,161), Journal of Business Research (1,720), Procedia – Social and Behavioral Sciences (1,657), Journal of Cleaner Production (1,523), Social Science & Medicine (1,201), Tourism Management (1,196), Journal of Pragmatics (1,191), Technological Forecasting and Social Change (953), Annals of Tourism Research (933), Procedia Computer Science (886), Geoforum (795), International Journal of Hospitality Management (739), Journal of the Franklin Institute (737), Computer Law & Security Review (731), Journal of Rural Studies (647), English for Specific Purposes (635), System (629), World Development (622), Computers in Human Behavior (620), Industrial Marketing Management (605), Expert Systems with Applications (574), Futures (536), Public Health (529), Long Range Planning (525), dan Energy Policy (506).

Based on the results of data processing using VOSviewer by taking samples of the first 100 articles in order according to relevance using ScienceDirect shows that the keyword "Business English" is closely related to several other keywords in existing studies, for example with course design, multi-communication, research-informed pedagogy, task-based syllabus design, professional communication, English written production, business discourse, email communication, technology, and experience.
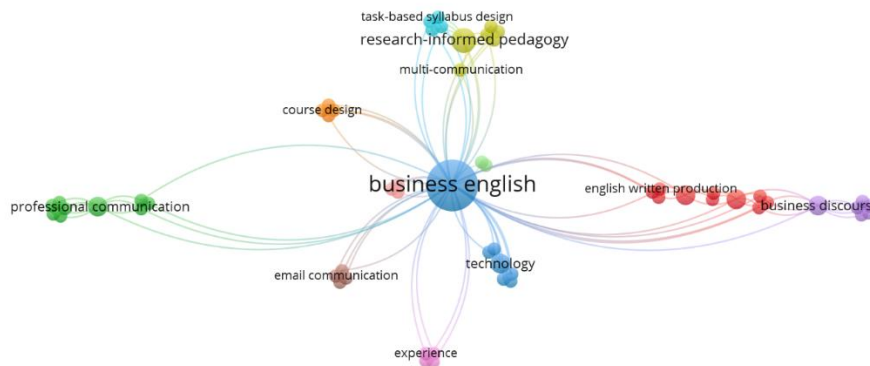

Figure 1. VOSviewer Analysis on Term "Business English" for first 100 articles in ScienceDirect
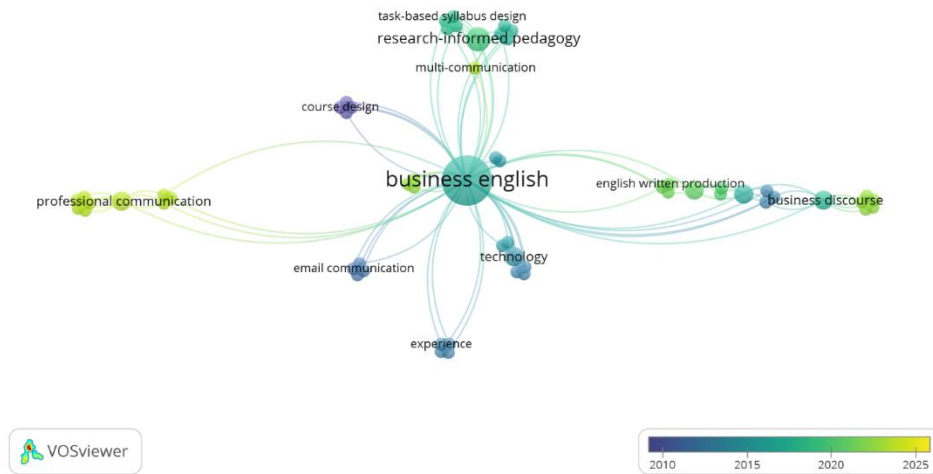
Figure 2. VOSviewer Analysis on the Term "Business English" for the first 100 articles according to the Year

Figure 3. VOSviewer Analysis on Density Visualisation of "Business English" Term

Then, based on co-occurrence analysis using full counting using a keyword basis using the first 2000 articles based on relevance order, 6118 keywords were found. However, when it is restricted that the minimum occurrence limit is 5 times, 242 keywords are found with the following description:

Figure 4. VOSviewer Analysis on Term "Business English" for first 2000 articles in ScienceDirect

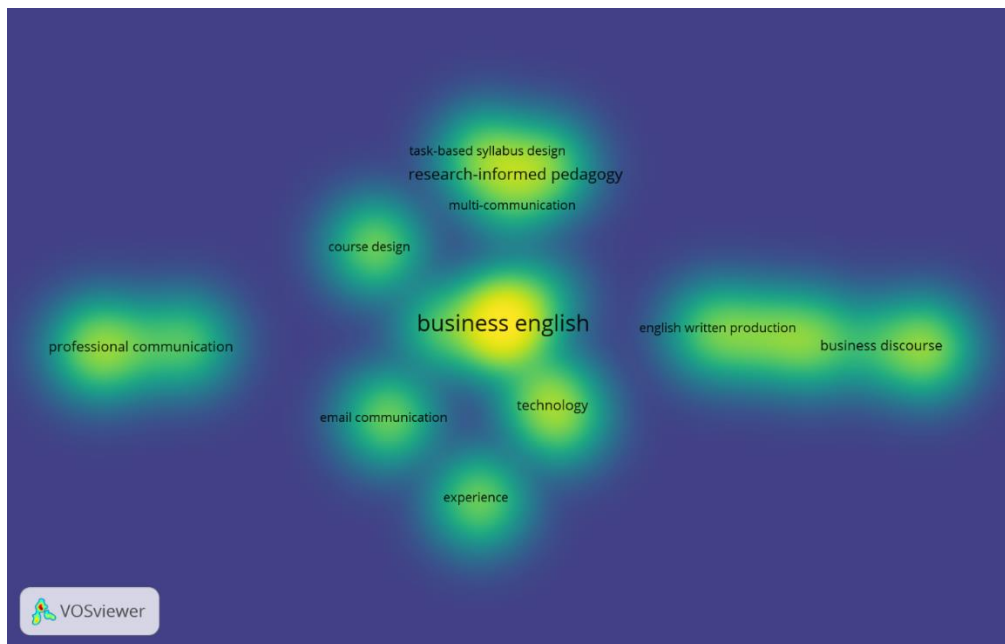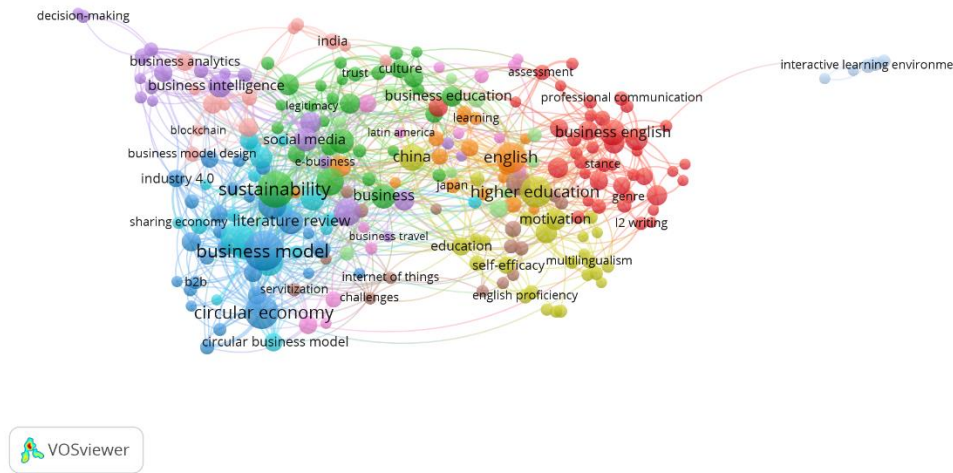## 3.2. Research Gaps and Providing Recommendations for Further Research

Based on this view, it appears that the study of Business English is related to various other types of research within the scope of different scientific fields. However, for example, if the focus is on "English" vocabulary, it will be related to several studies related to the context in higher education, second language learning, firm performance, technology, gender, social media, and intercultural communication. In addition, in the context of research locations, the figure shows that most of the research was conducted in China and Singapore. Almost the same thing is also shown in the focus on Business English terms which are mostly associated with the keywords experiential learning, professional communication, higher education, motivation, methodology, and technology.

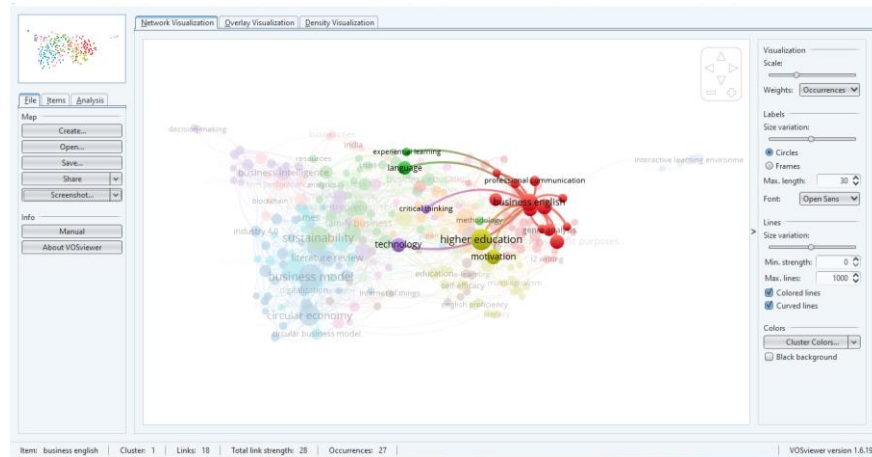Figure 5. Network Visualization on English Term

Figure 6. Network visualization on Business English term

Based on the visualization of the image above, it can be seen that in general, when talking about Business English, the context of the place or research setting has not been published on Scopus much. It can be seen that the setting is still dominated by China and Singapore. In addition, Business English seems to be closely related to the field of professional communication, in the sense that research on Business English focuses on oral language, and not much has touched on the field of written language, for example when it is associated with writing formal letters, including application letters, offers. letter, complaint letter, recommendation letter, resume, or curriculum vitae. Thus, research with a focus on these areas can be explored further. Furthermore, the figure above also shows that the context of Business English research is focused on higher education, and has not touched on vocational high schools, where graduates are prepared to enter the world of work, for example, vocational high schools in the fields of hospitality, health and so on. This could be interpreted that the ability of Indonesian people in English skills is still low. Cited from Kompas (2022), it mentioned that Indonesia is in the 81st position out of 111 countries on the English Proficiency Index. Thus, it affected how high school or vocational high school graduates did not get enough English skills to face their future work or career.

Then, in the context of the distribution of research related to Business English, it was shown from 2014 to 2022 that the research on this time was dominated from 2015 to 2019. This is shown in the following figure:
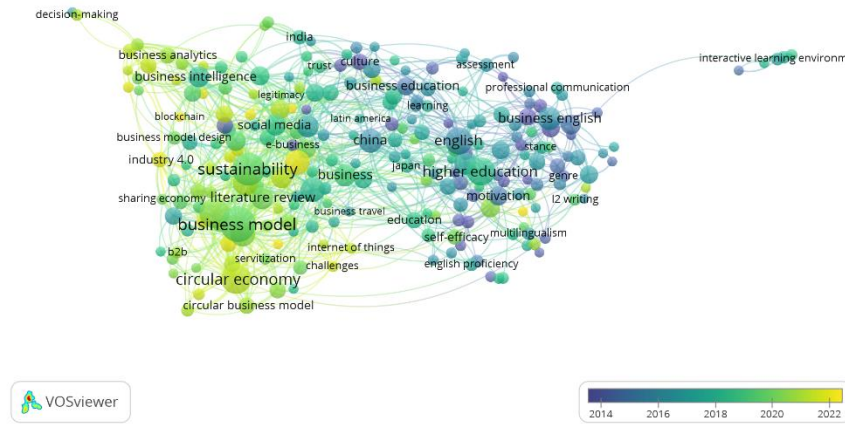
Figure 7. Overlay Visualization on Business English Term

When referring to the relevance of the article, here are the 40 most important articles that can be used as references in the study of Business English according to the most relevant studies provided by the Science Direct website database.

No.	Title	Author(s)	Journal/publisher
1.	Exploiting hypothetical reported speech in the business English classroom	(Tadema, 2014)	English for Specific Purposes
2.	A contrastive analysis of metadiscourse features in business e-mails written by non-native speakers of English	(Carrió-Pastor & Calderón, 2015)	Procedia - Social and Behavioral Sciences
3.	A practitioner commentary: Flowerdew, J. and Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. English for Specific Purposes 29 (2010), 78–93	(Saxon, 2010)	English for Specific Purposes
4.	A practitioner's commentary on Z. Zhang (2013) Business English students learning to write for international business: What do	(Davidson, 2013)	English for Specific Purposes

	international business practitioners have to say about their texts?		
5.	A researcher's commentary on Stephen Evans' "Just wanna give you guys a bit of an update": Insider perspectives on business presentations in Hong Kong (2013)	(Subero-Sáenz, 2013)	English for Specific Purposes
6.	Assessing Business English writing: The development and validation of a proficiency scale	(Wang & Fan, 2020)	Assessing Writing
7.	Becoming a member of the business community	(Zhang, 2023)	English for Specific Purposes
8.	Working Towards a Proficiency Scale of Business English Writing: A Mixed-Methods Approach, Li Wang, Fan Jason. Springer Singapore, Singapore (2021). 189 pp ERU 119,99. ISBN: 978-981-16-5448-0	(Xiao & Jin, 2023)	Assessing Writing
9.	Business English visualization system based on video surveillance and the Internet of things	(Qin, 2021)	Microprocessors and Microsystems
10.	Case Study as an Active Method of Teaching Business English	(Beckisheva et al., 2015)	Procedia - Social and Behavioral Sciences
11.	Collaborative learning and communication technologies in teaching business English	(Carrió-Pastor & Skorczynska, 2015)	Procedia - Social and Behavioral Sciences
12.	Commentary on Rogerson-Revell, P. (2008). Participation and performance in international business meetings. English for Specific Purposes, 27, 338–360	(Rogerson-Revell, 2008)	English for Specific Purposes

13.	Developing Good Academic Practice on Learning Business English with Open Web-based Educational Resources: The Results of a Pilot Study	(Dina & Ciornei, 2015)	Procedia - Social and Behavioral Sciences
14.	Developing intercultural competence in college business English students: A study of innovative teaching in China	(Mu & Yu, 2023)	International Journal of Intercultural Relations
15.	Dynamic managerial capabilities, firm resources, and related business diversification – Evidence from the English Premier League	(Holzmayer & Schmidt, 2020)	Journal of Business Research
16.	English and Russian vague category markers in business discourse: Linguistic identity aspects	(Malyuga & McCarthy, 2018)	Journal of Pragmatics
17.	Evaluation of the pedagogical impact of Business English textbooks on teaching critical thinking skills	(Jiang, 2022)	Heliyon
18.	Exploring request emails in English for business purposes: A move analysis	(Park et al., 2021)	English for Specific Purposes
19.	Exploring the Roles of English: English as a Lingua Franca in Master's Programmes at WU Vienna University of Economics and Business	(Komori-Glatz, 2015)	Procedia - Social and Behavioral Sciences
20.	Good, better, Best: English language development practices in graduate business programs	(Andrade et al., 2019)	The International Journal of Management Education
21.	How Thai businesses utilize English in their product names	(Snodin et al., 2017)	Kasetsart Journal of Social Sciences
22.	Inclusivity and exclusivity in English as a Business Lingua	(Millot, 2017)	English for Specific Purposes

	Franca: The expression of a professional voice in email communication		
23.	Innovative Business English Methodology in Iran	(Latif & Shafipoor, 2013)	Procedia - Social and Behavioral Sciences
24.	Integrating multi-communication research and the business English class	(Gimenez, 2014a)	English for Specific Purposes
25.	Internationalizing the business school: A comparative analysis of English-medium and Spanish-medium instruction impact on student performance	(del Campo et al., 2023)	Evaluation and Program Planning
26.	Investigating a research-informed teaching idea: The use of transcripts of authentic workplace talk in the teaching of spoken business English	(Chan, 2017)	English for Specific Purposes
27.	Mobile learning and its impact on business English learning	(Teodorescu, 2015)	Procedia - Social and Behavioral Sciences
28.	Multi-communication and the business English class: Research meets pedagogy	(Gimenez, 2014b)	English for Specific Purposes
29.	Personification and relationships in English as a Medium of Instruction business discourse: Crossing paths in metaphorical constructions	(Fielden-Burns & Piquer-Píriz, 2022)	Journal of Pragmatics
30.	Proposing and illustrating a research-informed approach to curriculum development for specific topics in business	(Chan, 2018)	English for Specific Purposes

	English		
31.	Semantic and Pragmatical Aspects of English Business Lexemes in Turkic Languages	(Doszhan, 2016)	Procedia Economics and Finance
32.	Stilettoed Damsels in Distress: the (un)changing depictions of gender in a business English textbook	(Goyal & Rose, 2020)	Linguistics and Education
33.	Teaching business English – a challenge both for students and academics	(Zagan-Zelter & Zagan-Zelter, 2010)	Procedia Social and Behavioral Sciences
34.	The business of teaching English as a second language: A Libyan case study	(Najeeb, 2013)	Procedia Social and Behavioral Sciences
35.	The Compilation of a Corpus of Business English: Syntactic Variation	(Carrió-Pastor & Muñiz-Calderón, 2013)	Procedia Social and Behavioral Sciences
36.	The effects of an AWE-aided assessment approach on business English Writing performance and writing anxiety: A contextual consideration	(Sun & Fan, 2022)	Studies in Educational Evaluation
37.	The project SubESPSKills: Subtitling tasks for students of Business English to improve written production skills	(Ávila-Cabrera & Corral Esteban, 2021)	English for Specific Purposes
38.	The Storyline Approach in Teaching Business English to Linguistic Students	(Budlova, 2014)	Procedia Social and Behavioral Sciences
39.	Using business negotiation simulation with China's English major	(Xie, 2023)	Heliyon

	undergraduates for practice ability development		
40.	Utopian Business English Course Delivery: Avoiding Dystopia in Class	(Lăzărescu, 2013)	Procedia Social and Behavioral Sciences

3.3. Business English Research and Co-Authorship in English For Specific Purposes Journal

Looking at several journals that are specifically "home" for the field of English studies, one of them is related to Business English, namely the Journal of English for Specific Purposes. Based on processed bibliographic data from VOSviewer for several publications with the keywords "Business English" related to keywords, for example, email, student engagement, ESP, professional communication, material design, legal writing, legal English, corpus analysis, international meetings, and so on according to the following visualization (Figure 8). In addition, for publications in this field, the years between 2015 and 2017 are dominated as shown in the overlay visualization in Figure 9.

Figure 8. Network Visualization on Business English Term in English for Specific Purposes Journal
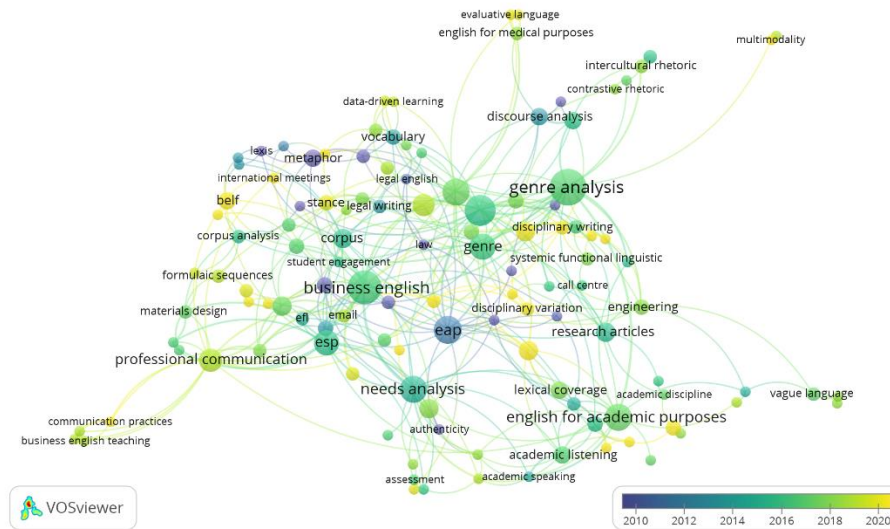
Figure 9. Overlay Visualization on Business English Term in English for Specific Purposes Journal
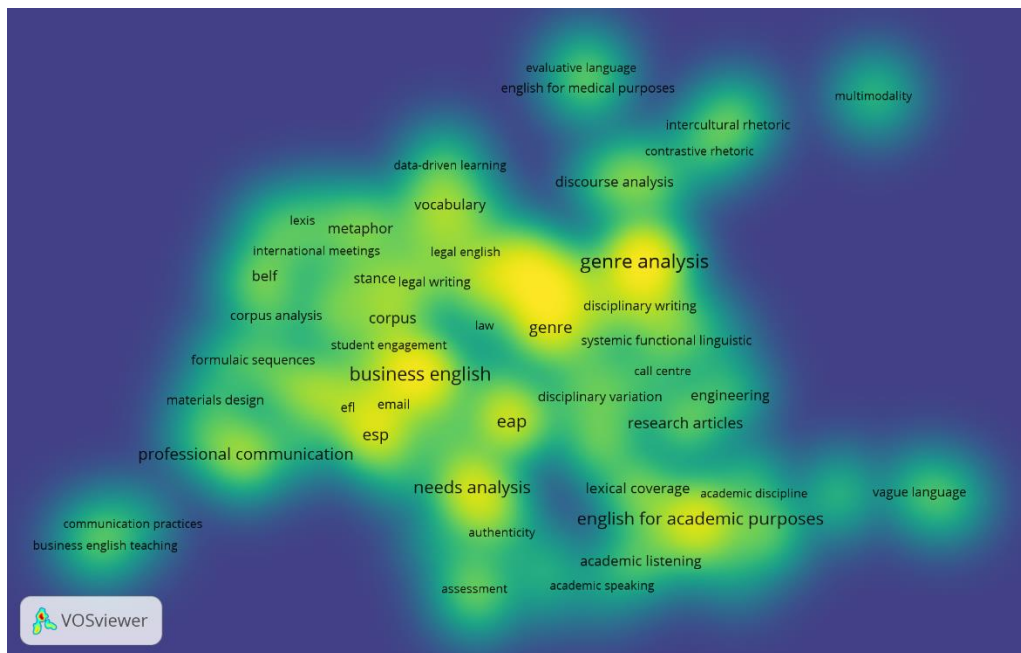

Figure 10. Density Visualization on Business English Term in English for Specific Purposes Journal

In addition, looking at the co-authorship in the English for Specific Purposes Journal, several researchers intensively write on themes related to Business English, which is illustrated in the visualization in Figure 11.
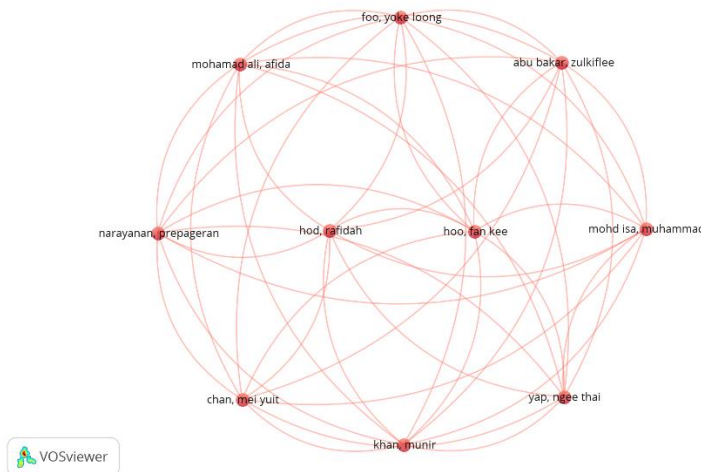
Figure 11. Co-Authorship Visualization on Business English Term in English for Specific Purposes Journal

3.4. Discussion

Bibliometrics refers to a statistical methodology that allows for the quantitative examination of research papers centred around a particular subject, employing mathematical techniques. It facilitates assessing the quality of studies, identifying key research areas, and predicting future directions. The extensive collection of significant research papers within the Scopus online database is accompanied by integrated analysis tools that facilitate the creation of informative visualizations. Furthermore, search outcomes from Scopus can be exported to software applications such as VOSviewer for additional analysis. (Yu et al., 2020).

Bibliometric research often employs two primary categories of maps. These categories are known as distance-based maps and graph-based maps. Distance-based maps illustrate the intensity of the connection between items by representing their relative distances. A shorter distance indicates a stronger relationship between the items. Distance-based maps often exhibit uneven distribution of items, allowing for easy identification of clusters. Nevertheless, it can be difficult to assign labels to all items on the map without encountering label overlap. In contrast, graph-based maps avoid relying on distance as an indicator of relationship strength and instead utilize lines to represent connections between items. Graph-based maps typically exhibit a more even distribution of items, thereby minimizing the issue of overlapping labels. Nonetheless, when compared to distance-based maps, graph-based maps possess a drawback: it is generally more challenging to visually evaluate the intensity of relationships between two items. Moreover, identifying clusters of interconnected items can also prove to be more difficult in graph-based maps. (van Eck & Waltman, 2010). Bibliographic analysis using VOSviewer is a powerful method to visually explore and analyze the structure of scientific literature based on bibliographic data. VOSviewer helps researchers create bibliometric visualizations and maps. It allows users to analyze citation networks, co-authorship patterns, and co-citation relationships among scientific publications (Purnomo, et al., 2023)

As mentioned before there was a lot of research that had been done about Business English, for example (Arif et al., 2019). In the study, it was stated that Narotama University had two classes of working students, namely class B and class C. Class B received face-to-face classical learning, while class C received classical learning and e-learning called Elina. This study conducted a quasi-

experiment to investigate the disparities between blended learning classes and traditional learning classes within the Business English course. The author employed the t-test method to assess scores on midterm exams, final exams, assignments, attendance, and overall semester performance. The findings indicated that there was no statistically significant distinction between the blended learning class and the traditional learning class in terms of total scores and attendance. Nevertheless, there are two notable variations worth mentioning. Firstly, the blended learning class achieved lower scores in the midterm assessments compared to the traditional learning class. Secondly, in terms of final exam and assignment scores, the blended learning class outperformed the classical learning class by obtaining higher scores.

Another research was conducted by (Prasodjo et al., 2021) to evaluate how well the Business English program at a private university in Batam aligns with the practical requirements of today's workplaces, as seen through the eyes of students. This investigation involved the distribution of surveys to 60 students who were enrolled in Business English courses at the university. According to the results, students view the Business English curriculum as highly pertinent to the demands of the Batam job market. Additionally, the article underscores the importance of tackling the challenge of improving students' speaking confidence in English, which is a vital component in refining the Business English curriculum. Furthermore, the article proposes further research to delve into an effective Business English curriculum that not only addresses current demands but also bolsters students' self-assurance in spoken English. Then, there was research conducted by (Ria & and Malik, 2017) which found the significance of conducting a thorough needs analysis to develop a curriculum that harmonizes with the students' requirements and real-world employment scenarios. The data collected via surveys and interviews indicates that Economics students necessitate distinct English skills contingent on their prospective career domains. Consequently, this study furnishes educators with valuable insights for devising a Business English curriculum that resonates with the student's needs and the professional realm. Worth noting is that despite previous research efforts, a comprehensive literature review specifically focusing on Business English has not been previously undertaken.

4. CONCLUSION

Based on the explanation above, it can be concluded that bibliographic analysis research using the keyword "Business English" has not been done much. From this research, it can also be concluded several things related to the possibility of future research related to Business English, for example, in general, when talking about Business English, the context of the place or research setting in Indonesia has not been published in Scopus much about it. It can be seen that the setting is still dominated by China and Singapore. In addition, Business English seems to be closely related to the field of professional communication, in the sense that research on Business English focuses on oral language, and not much has touched on the field of written language, for example when it is associated with writing formal letters, including application letters, offers. letter, complaint letter, recommendation letter, resume, or curriculum vitae. Thus, research with a focus on these areas can be explored further. Furthermore, the previous description showed that the context of Business English research is focused on higher education, and has not touched on vocational high schools, in which graduates are prepared to enter the world of work, for example, vocational high schools in the fields of hospitality, health and so on. This bibliographic research still has shortcomings so other research related to similar themes can be carried out, for example by taking databases from the Web of Science, Google Scholar, DOAJ, and so on. Making comparative studies between databases can also be an interesting follow-

up research.

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The Response of Readers in the Novel *The Call of The Wild*

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ABSTRACT
This research is to investigate readers' responses to the novel *The Call of The Wild*, focusing on its intrinsic elements. Employing a voluntary sampling strategy within the Telegram Reader Group, ten participants were selected to collect the data through a questionnaire, which was analysed in line with Jauss' theory. Qualitative descriptive methodology was employed, to understand readers' reactions to the novel's key components, including theme, plot, setting, character, and characterization. The research's implications are multifaceted: it enriches our comprehension of how readers interpret intricate literary elements, demonstrating the interplay between authorial intent and reader understanding. This research underscores the value of intrinsic elements in shaping reader engagement, offering insights applicable to authors, educators, and enthusiasts. The research's design showcases the feasibility of voluntary sampling in online reader communities and introduces a systematic approach to analysing reader responses through tailored questions. Overall, this research contributes to our understanding of reader interactions with literature, spanning realms from narrative interpretation to research methodology.
Keywords: readers' response, aesthetic of the readers, intrinsic elements.

1. INTRODUCTION

Novels, spanning a diverse readership from children to adults, hold the power to ensnare the human imagination through their compelling narratives, intricate storylines, and well-crafted characters. These literary creations, presented through the written word, fuse intrinsic and extrinsic elements to form a tapestry of fiction that not only entertains but also provides insights into the intricate dance between individuals and their surroundings. As readers delve into the pages of novels, they embark on a reciprocal journey with the literary works themselves. This interaction is akin to a dynamic dialogue, wherein readers actively decipher the meanings and values intricately woven into the narrative fabric. The role of literature transcends mere entertainment; it becomes a conduit through which readers glean knowledge, experience, and emotions. Just as readers seek to extract meaning from literary works, these works, in turn, serve a purpose by imparting wisdom, emotions, and experiences to their readers.

In this intricate exchange, novels mirror the societal pulse, encapsulating the progress and evolution of cultures and societies. The pages of novels act as reflective surfaces, mirroring the socio-cultural tapestry that shapes them. This interplay between authors, readers, and the literary world creates a phenomenon where words on a page transcend their physical form, becoming vessels that carry experiences, emotions, and insights across time and space. Through this phenomenon, literature becomes a dynamic force that bridges past and present, individual and society, imagination and reality. Simultaneously, literary works have a purpose by providing

knowledge, experience, and emotions to their readers, functioning as a reflection of socio-cultural progress in society (Kadir & Pakaya, 2018).

Reception theory, derived from Hans Robert Jauss, emphasizes the diversity of interpretations of literary works (D'Egidio, 2015). Jauss argues that this interpretation can be realized through comments, articles, or even comparisons made by individual readers based on their reading experiences (Nielsen, H, 2016). In contrast to Iser who only focuses on impressions, Jauss' approach offers a framework for literary progress by actively attracting readers' attention (Haryanti & Ratna Sari, 2018).

Reception theory, rooted in the concept of receiving and interacting with literary works, focuses on how readers give meaning and respond to texts (Fish, 2014). It involves the process of readers' interaction, perception, appreciation, and negotiation with literary works. Jauss's reception theory used in this research, explores how readers understand and respond to texts. Unlike critical reader-response theory, reception theory emphasizes the reader's role in giving meaning to literary works. It acknowledges that readers' responses can vary due to their expectations. Reception theory allows readers to react and respond to the works they have read, either actively or passively. This theory is suitable for gathering responses from readers and understanding how they perceive the author's work. It provides insights into readers' interpretations of the plot and enhances the understanding of their reception.

Literary reception focuses on how readers give meaning to the literary works they read and respond to them. Readers can have passive or active responses, either by understanding the meaning or work. According to Jauss, reception theory emphasizes the role of authors, literary works, and readers in the reading community (Mee, 2015). The reception method recognizes that literary works always elicit responses from readers. Jauss proposed three criteria for literary history focuses such as general specifications in text, readers' prior experience and knowledge, and contrast between fact and fiction (McDowell, 2018). Reception theory highlights how readers understand and receive the author's work.

The novel and theory chosen stem from the novel's depiction of the adventures of a dog named Buck, who experiences sales and kidnapping, and how he navigates and survives in new circumstances. So, the research aims to understand the author's intention in writing this novel, with the hope that every reader can easily catch the author's message and provide feedback. In addition, the researcher hopes that the work will be well received by readers. The choice to use reception theory is in line with the research objectives. This research intends to accurately collect and describe a sample of respondents, using specific questions provided by the author, to gain insight into the emotions of the reader. The language of the questions will be adjusted according to the respondent's preferences.

According to those explanations, the problem that must be solved from the research entitled The Response of Readers in The Novel *The Call of The Wild* is to understand and analyse how readers respond to the novel *The Call of The Wild* by Jack London. Specifically, the research aims to explore the readers' perceptions, interpretations, and emotional reactions to the intrinsic elements of the novel, including the theme, plot, setting, style, character, and characterization. The research endeavours to explore inquiries of significance, encompassing queries like: What is the depth of readers' comprehension concerning the expedition and metamorphosis undertaken by the central protagonist, Buck, a canine undergoing the transition from a life of domestication to that of the wilderness? Which emotional and cognitive responses become intertwined with the narrative's unfolding and its cast of characters? How do readers construe the purpose harboured by the author and the latent narratives interwoven within the novel's fabric? Additionally, the research aims to

identify any differences in readers' responses based on their gender, age, and social status. It seeks to understand whether certain demographic factors influence the readers' perceptions and appreciation of the novel.

By addressing these questions and exploring readers' responses in-depth, the research aims to contribute to a better understanding of the novel's impact on its audience and the significance of literary elements in shaping readers' experiences. This research also aims to determine the reader's reception based on the intrinsic elements contained in the novel with the hope of answering the question about how the reader's reception is based on the intrinsic elements contained in *The Call of The Wild* novel and the reader's aesthetic of the novel. This research seeks to answer two main questions related to *The Call of The Wild* novel. First, it aims to investigate how readers view and respond to the intrinsic elements of the novel, which include theme, plot, setting, style, characters, and characterizations. Second, this research aims to explore the readers' aesthetic appreciation of the novel, focusing on their emotional and intellectual reactions, as well as how they interpret and appreciate the beauty and artistic elements of the literary work. By examining these aspects, this research aims to gain insight into the readers' experiences and understanding of the novel, highlighting the diverse and unique perspectives that readers bring to this literary work.

This research is driven by several objectives aimed at answering research questions effectively. First, this research aims to investigate and understand the reader's perception of the intrinsic elements in *The Call of The Wild* novel. By examining themes, plots, settings, style, characters, and characterizations using Jauss's theory (D'Egidio, 2015), this research seeks to gain comprehensive insight into how readers understand and interpret these elements, and how they contribute to the overall reading experience. Second, this research aims to explore the readers' responses and evaluations of the novel after reading it. This includes understanding the reader's emotional and intellectual reactions, their appreciation of the beauty of the novel, and the depth of their understanding and relationship to the storyline. By achieving this goal, this research seeks to provide valuable insights into readers' interactions with the novel and the various ways in which they interpret and appreciate its literary elements.

This research focused on examining readers' responses to the author's novel *The Call of The Wild*. The theoretical framework used to analyse this response is reader acceptance theory, as proposed by Jauss, which takes into account the reader's previous experience and knowledge of the text they will read. This research aims to explore how each respondent conveys his understanding and experience through the novels he reads. This research involved 10 readers from the Novel Reader Group, who were divided into male and female groups and were in the age range of 18 to 28 years. A questionnaire will be provided to gather insights from this reader's perspective.

The theoretical significance of this research lies in its contribution to the field of literary theory, particularly in understanding how readers directly respond to the author and the literary work itself. By focusing on acceptance theory, this research aims to explain the complex dynamics between readers and *The Call of The Wild* novel. This understanding can lead to deeper insight into how readers interpret and engage with literary works, thereby enriching literary theory.

Practically, this research has valuable implications for further research, especially in the field of English Literature, because it will become an additional reference in literature studies. The findings yielded from this investigation possess the potential to significantly augment the intellectual acumen and analytical prowess of readers engaged in the scrutiny of literary compositions. Moreover, the outcomes of this research hold the promise of serving as a valuable benchmark or comparative framework for forthcoming research endeavours delving into akin themes within the realm of literature. Through the provision of pragmatic insights and the

enhancement of prevailing literary investigations, these outcomes manifest as a distinctive catalyst for propelling the progression of scholarly exploration and the comprehensive apprehension of literary domains.

The literature review for this research incorporates relevant previous studies on readers' responses to literary works. First, (Kadir & Pakaya, 2018) conducted a descriptive analysis of readers' emotional reactions to Asma Nadia's *Surga Yang Dirindukan* novel. Their research involved 15 male and female respondents, who were categorized as students and students, who filled out a questionnaire. The results revealed variations in emotional responses based on gender and educational background. Second, (Septiany et al., 2019) analysed audience preferences regarding the novel and film adaptation of *The Kite Runner*, a 2007 film. They collected primary data from audience responses and complemented the analysis with secondary data from various references, obtaining information from the Internet Movie Database (IMDb). Third, (Lestari, 2019) conducted qualitative descriptive research using content analysis to explore the acceptance of Rajaa's novel *Banat Ar Riyadh*. The research focused on 10 students majoring in Arabic Language and Literature at IAIN Salatiga. By using a literary reception approach, Lestari gains insight into students' acceptance and interpretation of novels.

Putu Diah Kanserina's research entitled *Analysis of Reader Responses in Margaret Mitchell's Novel Gone with the Wind* focuses on analysing the personality of the main character in Margaret Mitchell's famous novel, Gone with the Wind. This research aims to understand the factors that influence the character's character by examining the reader's response. The novel itself was highly acclaimed, having received both the Pulitzer Prize and the National Book Award in 1936. The data for this research included words, sentences, and quotations taken directly from the novel, with careful selection of relevant information. Co-authors Akhlis and Vivi provided valuable support throughout the discussion, and in-depth interviews with them offered insight into the main characters and the factors that shaped their personalities. The analysis process involves various techniques, such as selecting, citing, explaining, and drawing conclusions and suggestions from the data. In particular, the research uncovered significant findings, which showed that love, marriage, and patriotism greatly influence the main character's traits. In addition, this research emphasizes the importance of respecting others, maintaining a balanced and giving attitude in relationships, and respecting the institution of marriage, underlining that genuine appreciation and mutual respect are essential for true love to develop.

Reader Reception of *The Call of The Wild* by Jack London: A Qualitative Analysis (Smith, 2022). This research aims to explore how readers respond to the novel *The Call of The Wild* by Jack London, specifically focusing on their reception of the intrinsic elements in the story. The research delves into the readers' emotional and intellectual reactions to the plot, setting, characters, and themes portrayed in the novel. A qualitative descriptive method is employed in this research. Data is collected through a questionnaire containing open-ended questions, allowing readers to express their thoughts and feelings after reading the novel. The responses are then analysed using content analysis techniques to identify patterns and themes. The findings reveal diverse responses from readers, with variations in emotional and intellectual reactions to different aspects of the novel. While some readers appreciate the adventurous plot and well-developed characters, others may have mixed feelings about certain themes explored in the story.

Understanding Reader Responses: An Analysis of *The Call of The Wild* (Johnson, 2019). This research investigates how readers respond to the novel *The Call of The Wild* by Jack London, seeking to comprehend the factors influencing their reactions and interpretations of the story. The research aims to shed light on the readers' emotional and cognitive engagement with the narrative.

A mixed-method approach is employed, combining surveys and in-depth interviews with readers. The survey gathers quantitative data on readers' overall impressions, while the interviews provide deeper insights into their emotional connections and personal reflections on the novel. The research uncovers a range of reader responses, from profound admiration of the protagonist's journey to critical reflections on certain events and themes. The findings demonstrate the novel's ability to evoke various emotional and intellectual reactions in its readers.

The Impact of Intrinsic Elements on Reader Reception: A Case Research of *The Call of The Wild* (Lee, 2021). This case research delves into the influence of intrinsic elements, such as plot, character, setting, and theme, on readers' reception of *The Call of The Wild*. The research aims to understand how these elements contribute to readers' overall appreciation and interpretation of the novel. The research utilizes a combination of qualitative and quantitative methods. Readers' responses are collected through online surveys, and content analysis is applied to categorize and analyse the data. The research reveals that readers' reception of the novel is significantly shaped by its intrinsic elements. The captivating plot and well-drawn characters are identified as key factors contributing to the novel's popularity among readers.

The research entitled Analysing Readers' Aesthetic Responses to *The Call of The Wild* by Jack London (Brown, 2020) focuses on readers' aesthetic experiences and emotional responses to *The Call of The Wild* by Jack London. The research aims to explore how the novel evokes a sense of beauty and emotional engagement in its readers. Aesthetic responses are collected through in-depth interviews with a sample of readers who have read the novel. The interviews allow readers to articulate their feelings and impressions concerning the novel's aesthetic elements. The findings highlight the novel's ability to create a captivating and emotionally resonant reading experience for readers. The descriptive language, vivid imagery, and compelling narrative contribute to the novel's aesthetic appeal.

The Novel That Conquered Readers' Hearts: A Reception Research of *The Call of The Wild*, a research conducted by Williams (Williams, 2018). This reception research examines how *The Call of The Wild* has left a lasting impact on its readers, capturing their hearts and imaginations. The research aims to uncover the reasons behind the novel's enduring popularity and resonance with readers. The research employs a combination of qualitative interviews and content analysis. Readers are invited to share their connections with the novel, and the interviews are analysed to identify recurring themes and patterns in readers' responses. The research uncovers the novel's timeless appeal, as readers express deep emotional connections to the story and its themes of survival, adventure, and the human-animal bond. The research highlights the enduring power of *The Call of The Wild* to captivate readers across generations.

The provided research exemplars offer diverse perspectives on reader responses to Jack London's "*The Call of The Wild*." Through distinct methodologies, these studies illuminate various facets of readers' interactions with the novel. While the works collectively shed light on themes such as aesthetic engagement, longitudinal impact, intrinsic elements, mixed-method approaches, and even literary personality analysis, certain gaps emerge. Notably, the absence of comparative analyses exploring demographic and cultural variations in reader reactions and the potential for interdisciplinary investigations, involving fields like psychology or sociology, represents unexplored terrain. In summary, these research endeavours contribute novel insights by dissecting different dimensions of reader responses while simultaneously presenting opportunities for further exploration through cross-comparative and interdisciplinary studies. While this earlier research provided valuable insight into reader response and literary reception, the current research differs in its particular focus on *The Call of The Wild novel*. This research specifically examines the reader's

response to the novel's intrinsic elements. Through a questionnaire based on reception theory, this research aims to explore the unique adventures of the protagonist, a dog named Buck, in the novel. Regarding previous research, the current research is informed by the relevant literature while highlighting a different focus and methodology.

2. METHODOLOGY

In this research, a qualitative descriptive analysis was used to explore readers' reactions and perceptions towards the novel The Call of The Wild by Jack London. This research aimed to gain a deeper understanding of how readers responded to the intrinsic elements of the novel, which included the theme, plot, setting, style, characters, and characterizations. Through a carefully designed questionnaire, the researchers collected data from a sample of readers who had read The Call of The Wild. The population for this research consisted of readers, and a voluntary sampling method was used to select 10 respondents from the "Readers' Group" on Telegram. Voluntary sampling was based on the willingness to participate in the research (Murairwa, 2015). The questionnaire consisted of 10 questions that explored various aspects of the novel, including themes, storylines, settings, and characterizations. The collected data were analysed descriptively, aiming to present the findings as they were without manipulating variables. The questions were tailored to elicit detailed responses from the participants, allowing them to express their emotions, interpretations, and thoughts about the novel. By using open-ended questions, the researchers aimed to capture a wide range of perspectives and insights from the readers.

Data collection involved the use of a questionnaire that captured the readers' responses to the novel, and the analysis used a qualitative descriptive method to explore facts that were closely related to the reader's understanding of the novel (Mourse, 2015). Jauss's theory of reader reception was applied in this research, which stated that literary works always evoked responses from their readers upon their appearance, and subsequent readers continued to appreciate these literary works based on their responses with a focus on the reader's point of view. Jauss' reader acceptance theory was used as a theoretical framework to understand readers' responses and reactions. The aim was to uncover facts that were closely related to the reader's understanding of the novel, especially exploring its intrinsic elements.

The research instrument used was a questionnaire, which was designed to obtain responses and insights from readers. Questions were prepared in a language that was easy to understand and adapted to the abilities of the respondents. The procedure involved distributing a Google form questionnaire to readers, collecting their responses, and categorizing the data based on positive and negative reactions. To ensure the accuracy and reliability of the research findings, validating the collected data through the questionnaire is a crucial step. Several methods and considerations can be employed for this purpose. Beginning with pilot testing, a small group of participants similar to the target audience can help identify any unclear questions, ambiguities, or technical glitches in the questionnaire. Feedback from this phase allows adjustments to be made for clarity and effectiveness. Ensuring content validity is essential, whereby the questions must accurately capture the intended aspects of readers' responses, aligning with the research objectives and covering relevant intrinsic elements of the novel. Seeking input from experts in literature, research methodology, or the novel's subject matter can provide insights that highlight potential biases, limitations, or opportunities for improvement in the questionnaire.

Assessing the internal consistency of the questionnaire is valuable. Techniques such as Cronbach's alpha can be used to evaluate whether the questions consistently measure the same underlying constructs. Clear instructions within the questionnaire are fundamental to guide

participants accurately, enabling them to comprehend how to respond to each question and navigate the survey with ease. Implementing response consistency checks, including validation or reverse-coded questions, helps identify whether participants are providing consistent answers, offering insight into the reliability of their responses.

To cross-check data accuracy, conducting random spot checks on a subset of respondents' answers can help identify errors or discrepancies in data entry. Comparing responses across similar questions or themes contributes to detecting patterns and discrepancies, drawing attention to outliers or inconsistencies warranting further investigation. If feasible, employing triangulation by gathering data from diverse sources or methods, such as conducting interviews or analysing online discussions, can yield a comprehensive view of reader responses.

Encouraging participants to provide feedback about the questionnaire and research process aids in identifying any challenges or issues they encountered during completion, providing valuable insights into their overall experience. Implementing these validation methods collectively contributes to enhancing the credibility and dependability of the data collected through the questionnaire. Ultimately, these measures ensure that the research findings accurately depict readers' responses to the novel while maintaining the research's rigour and integrity.

Furthermore, the research delved into the readers' aesthetic appreciation of the novel, exploring how they emotionally and intellectually engaged with the story (Patton, M, 2014). It sought to unravel the beauty and artistic elements that readers perceived in the literary work and understand the underlying messages conveyed by the author. By employing a qualitative descriptive approach, this research provided valuable insights into the readers' experiences with "*The Call of The Wild,"* offering a nuanced understanding of how the novel impacted its audience and the significance of literary elements in shaping readers' responses (Kim & Sefcik, J, 2017).

The research's findings contributed to the broader field of literary analysis and shed light on the diverse and unique perspectives that readers brought to this classic novel. Each reader's response to the novel could vary depending on their understanding and interpretation. The researcher focused on certain intrinsic elements that were studied in the novel and aimed to ascertain whether this adventure novel could be conveyed and well-received by readers. Its main goal was to understand how readers understood and accepted the content of the novel and assess whether it was really interesting and attractive to them.

In short, this research investigated readers' responses to *The Call of The Wild* using the descriptive analysis method. Sources of data included the novel itself and questionnaires distributed to readers. A qualitative descriptive approach was applied to data analysis, guided by Jauss' reader reception theory (Holland, N, 2015). This finding aimed to improve readers' understanding of the novel and examine its acceptance among readers.

The number of questions given consisted of ten questions, the questionnaire was given to ten readers of the novel *The Call of The Wild* from a group of respondents aged eighteen to twenty-eight years. Participants aged between eighteen and twenty-eight were selected based on criteria aiming to create a coherent and representative sample. These criteria considered the likelihood of their active engagement with literature, diverse life experiences fostering varied perspectives, and similar language proficiency and reading comprehension levels. In implementing voluntary sampling, researchers potentially utilized platforms frequented by young adults, communicated eligibility transparently, provided informed consent, employed age verification methods, and acknowledged potential bias. References to scholarly sources and established methodologies would bolster the approach's credibility. However, variations in methodologies might occur due to

research nuances and ethics, detailed within the research methodology section. The ten questions were:

1. Do you think the novel has the theme of survival and return to wildlife?
2. Do you think the novel has the theme of love and loyalty?
3. Do you think the novel is suitable for all ages?
4. Do you think the storyline of the novel provides a clear depiction of the completion of the story?
5. Do you think the storyline of the novel is easy for readers to follow?
6. Do you think the storyline of the novel follows the life of Buck?
7. Do you think the setting is described very clearly? So that the reader can imagine the story in detail.
8. Do you think the setting is described according to the content of the story?
9. Do you think the setting of place and time has blended in balance?
10. Do you think Buck's character depicts true friendship and loyalty?

3. RESULT AND DISCUSSION
3.1. Result
3.1.1. How Is The Reader's Reception Based On The Intrinsic Elements Contained In The Novel *The Call Of The Wild?*

Question 1: *Do you think the novel has the theme of survival and return to wildlife?*

The respondents' diverse responses to questions about the theme of survival and return to the wild in the novel demonstrated the richness and complexity of Buck's journey. Sample 1 appreciated the vivid and immersive depiction of Buck's transformation from a domesticated pet to a wild creature thriving in the wilderness. This portrayal resonated with the respondent, showcasing the theme of survival as an essential part of Buck's growth and development. Sample 2 focused on Buck's wilderness journey, starting with his unfortunate kidnapping and sale, which marked the beginning of his arduous survival quest. This narrative highlighted the theme of resilience and adaptability in the face of challenging circumstances.

Sample 3 illuminated Buck's adaptation to different environments and the numerous challenges he encountered while striving to survive. This exploration of Buck's determination and resourcefulness emphasized the theme of survival as a central aspect of the novel. Similarly, Sample 4 underscored Buck's transition from a life of stress and hardship under human masters to a newfound freedom and independence in the wild. This transformation highlighted the theme of liberation and finding one's true nature in the untamed wilderness.

Sample 7 emphasized the significant changes in Buck's life after his kidnapping and torture, which ultimately led to his liberation and self-discovery in the wild. This portrayal of Buck's metamorphosis resonated with the theme of personal growth and evolution through challenging experiences. The varied responses from Sample 5 to Sample 9 further emphasized Buck's survival instincts, his journey of self-discovery, and the life-altering events that shaped his transformation. The novel's exploration of the theme of survival and return to the wild offered readers a compelling narrative of courage, resilience, and the pursuit of freedom, evoking diverse emotions and reflections from each respondent.

Question 2: *Do you think the novel has the theme of love and loyalty?*

Respondents' views on the theme of love and loyalty in the novel exhibited a range of perspectives and interpretations. Example 1 showcased how Buck's unwavering loyalty is

attributed to a master who genuinely cares for and loves him. This portrayal of mutual love and devotion between Buck and his owner resonated positively with the respondents, reinforcing the theme of loyalty as a product of affection and care. Similarly, Sample 2 highlighted Buck's innate instinct to reciprocate love and affection with loyalty. This natural bond between Buck and his owners illustrated the inherent loyalty found in animals, reflecting the theme of love transcending species barriers.

Conversely, Examples 5 and 6 presented a more nuanced view, noting that not all of Buck's masters treated him with love and affection. Despite this, Buck's loyalty remained intact, showcasing the resilience of loyalty even in adverse conditions. Sample 7 and Sample 8 acknowledged the presence of violence in Buck's life and how it affected his experiences of love and fidelity. These examples demonstrated that while love and loyalty were present, they were sometimes overshadowed by the harsh realities of the world depicted in the novel. Nevertheless, Sample 9 appreciated how Buck's treatment of his master exemplified loyalty, reflecting a deep emotional bond between them.

Overall, respondents recognized the prominence of love and loyalty as prevailing themes in the novel. Buck's journey illustrated the complexities of these emotions in various situations, portraying loyalty as a steadfast virtue even when confronted with adversity. The varied responses from the respondents reflected the intricacies of the novel's themes, leaving room for personal interpretations and reflections on the significance of love and loyalty in the face of life's challenges.

Question 3: *Do you think the novel is suitable for all ages?*

The respondents' opinions regarding the novel's suitability for all ages were diverse, reflecting different perspectives on the impact of its animal-centric themes and violent scenes. Samples 1 and 2 appreciated the choice of animal characters, which they believed made the novel universally appealing, especially to animal lovers of all ages. They perceived the story's portrayal of animals as endearing and relatable, contributing to its wide-ranging appeal. However, Sample 3 highlighted the need for parental guidance due to the presence of violent scenes in the novel. Despite the animal themes attracting readers of all ages, the presence of violence necessitated a cautious approach, particularly for younger readers. In a similar vein, Sample 6 also acknowledged the novel's broad audience appeal but emphasized the importance of exercising caution when it comes to violent depictions involving animals.

Interestingly, Sample 7 and Sample 8 presented differing opinions on the novel's target audience. While Sample 7 believed that the novel is more suitable for readers who can distinguish between right and wrong, particularly teenagers, Sample 8 asserted that teenagers and adults are the appropriate audience for the novel. Both samples recognized the need for mature readers who can grasp the ethical complexities portrayed in the story. Meanwhile, Sample 9 stressed the importance of understanding the difference between good and bad, indicating that the novel's content is relevant for both young and older readers alike. Lastly, Sample 10 underscored the role of character selection in making the novel appealing to readers of all ages. The selection of compelling characters contributes to the novel's ability to resonate with diverse readers, regardless of age, by providing relatable experiences and emotions. In conclusion, the respondents' varying opinions on the novel's suitability for all ages shed light on the multifaceted nature of *The Call of The Wild*, appealing to readers with distinct preferences and perspectives.

Question 4: *What do you think about the storyline of the novel providing a clear depiction of the completion of the story?*

The respondents' consensus on the novel's clear and well-structured storyline highlights the author's skill in presenting Buck's journey in an easily comprehensible manner. In Samples 1 and 2, readers lauded the novel's lucidity, expressing gratitude for the absence of confusion or convoluted plotlines that often detract from the reading experience. The novel's straightforward narration allows readers to immerse themselves fully in Buck's captivating journey without the burden of deciphering complex plot twists. Samples 3 and 4 further exemplify the vivid portrayal of Buck's life, from his initial domestication to his ultimate quest for freedom in the wild. The clarity in depicting Buck's evolution resonated with the readers, enabling them to form a strong emotional bond with the central character.

Similarly, in Samples 5 and 6, respondents acknowledged the author's ability to maintain a clear and coherent storyline throughout the novel. The readers' understanding of Buck's experiences and his eventual fate was seamless, as the novel provided a well-illustrated narrative that left no room for ambiguity. The smooth flow of the story engrossed the readers, allowing them to immerse themselves entirely in the world of Buck and his adventures. Samples 7 and 8 also commended the novel for its skilful portrayal of a series of impactful scenes that chart Buck's life journey. This consistent clarity contributed to the overall positive reading experience and allowed readers to comprehend and appreciate the novel's thematic depth. In conclusion, the novel's clear and well-illustrated plot, coupled with the readers' positive response, indicates the successful execution of the author's intent to deliver a compelling and accessible narrative in *The Call of The Wild*.

Question 5: *What do you think about the storyline of the novel being easy for readers to follow?*

The respondents' unanimous agreement on the novel's ease of comprehension and follow-through reflects its success in engaging readers of diverse backgrounds and age groups. In Samples 1, 2, 3, and 4, readers praised the straightforward nature of the storyline, which allowed them to immerse themselves effortlessly in the narrative. The absence of unnecessary complexities or convoluted plots was particularly appreciated, as it allowed for a seamless reading experience. Similarly, in Samples 5, 6, 7, and 8, respondents highlighted the clear depiction of each scene and the use of language that was light and accessible. The authors' ability to present the story straightforwardly and engagingly resonated with the readers, as they found themselves captivated by the unfolding events.

Moreover, Samples 9 and 10 further reinforced the novel's clarity and coherence. Readers acknowledged that the storyline was well-structured and devoid of confusing elements, allowing them to remain engrossed without getting lost in the plot. The novel's accessibility and ease of understanding were deemed instrumental in fostering a strong connection between the readers and the characters' journey. This positive response indicates that the novel successfully achieved its aim of reaching a wide audience, ensuring that readers from various backgrounds could appreciate and enjoy the story. The author's mastery in crafting a clear and uncomplicated narrative played a significant role in the readers' overall positive perception of *The Call of The Wild*.

Question 6: *What do you think about the storyline of the novel following the life of Buck?*

Buck's significant role and central position in driving the narrative forward were acknowledged by the respondents in their feedback. Across Samples 1, 2, 3, and 4, it was evident

that the readers perceived Buck as the main character who holds the pivotal role throughout the novel. They highlighted how the story revolves around Buck's transformation from a domesticated pet to a resilient and instinct-driven creature in the wild. The readers were captivated by Buck's journey and adventures, making him the focal point of their emotional engagement with the novel.

Additionally, in Samples 5 and 6, respondents appreciated the author's decision to choose an animal character like Buck as the main protagonist. This unique choice aroused the readers' curiosity and interest, as they empathized with the challenges and triumphs faced by a dog navigating a world of wilderness and survival. Samples 7, 8, and 9 reiterated Buck's importance as a main character, emphasizing his role in shaping the events and themes of the story. Moreover, these respondents also acknowledged the presence of other supporting characters connected to Buck, further highlighting the depth and complexity of the narrative. Sample 10 summed up the general sentiment by recognizing that Buck's life journey and experiences formed the core of the novel, resonating with readers and leaving a lasting impact on their understanding of the story.

In conclusion, Buck's character stands out as the heart and soul of *The Call of The Wild*, attracting readers with his vivid portrayal and central role. The responses from the readers demonstrated a strong appreciation for Buck's presence, emphasizing how his transformation and adventures were integral to the novel's appeal. The dynamic relationship between readers and Buck's character illustrates the power of literary reception and its ability to forge a deep connection between the audience and the narrative's protagonist.

Question 7: *What do you think about the setting described very clearly? So that the reader can imagine the story in detail.*

Respondents' unanimous agreement on the novel's ability to provide clear and vivid descriptions demonstrates the effectiveness of the author's writing in capturing the reader's imagination. Samples 1 to 6 highlighted the novel's clarity and precision in presenting information, allowing readers to easily visualize and comprehend the unfolding events and settings. The descriptive language used in the novel enables readers to create mental images of the scenes, characters, and emotions, thus enhancing their connection to the story. This skilful portrayal of details contributed to a richer reading experience, enabling the respondents to immerse themselves fully in the narrative.

Moreover, Samples 7 and 8 emphasized the wealth of detailed information present in the novel, enhancing the reader's ability to absorb and process the content effectively. These details provided a nuanced understanding of the characters' motivations, the dynamics of their interactions, and the overall atmosphere of the story. This level of depth in the descriptions allowed readers to engage more profoundly with the narrative, fostering an emotional connection to the characters and their experiences. Additionally, Samples 9 and 10 appreciated the clear delineation of time, place, and setting, which provided them with a strong sense of context and enabled them to closely follow the progression of the plot. The novel's evocative descriptions created a sense of presence, allowing the readers to envision themselves within the story, resulting in a more immersive and enjoyable reading experience. Overall, the respondents' collective recognition of the novel's descriptive prowess attests to its capacity to captivate and engage readers through the power of vivid storytelling.

Question 8: *What do you think about the setting described according to the content of the story?*

The respondents' unanimous agreement on the appropriateness and clarity of the setting in the novel demonstrates the author's skill in crafting a cohesive and immersive narrative. Samples 1, 3, 4, 7, and 10 emphasized the harmonious relationship between the setting and the story's content, illustrating how the well-described setting complemented and enhanced the overall plot. The novel's setting not only provided a backdrop for the events but also played a significant role in shaping the characters' experiences and interactions. This seamless integration of the setting into the storyline allowed the readers to fully grasp the context and immerse themselves in the world of the novel.

Moreover, Samples 2, 5, and 6 appreciated the unambiguous nature of the setting, praising how it effectively supported the narrative without leaving readers guessing or confused about its significance. The well-defined setting allowed the respondents to focus on the development of the story and the characters' journeys, deepening their emotional investment in the plot. Additionally, Samples 8 and 9 acknowledged the precise explanations of time and place, which contributed to the respondents' comprehensive understanding of the story. The detailed descriptions of the setting helped the readers visualize the scenes and understand the characters' motivations within their specific context. Overall, the respondents' appreciation of the setting's appropriateness and clarity further affirms the novel's ability to captivate readers by providing a well-crafted and compelling literary experience.

Question 9: *What do you think about the setting of place and time blended in balance?*

The respondents' unanimous agreement on the appropriateness and seamless integration of the setting in the novel speaks to the author's ability to craft a compelling and immersive literary experience. The balanced depiction of time and place within the story demonstrates the author's careful attention to detail, ensuring that readers are not left questioning or confused about the events unfolding in the narrative. The clear descriptions of the settings allowed the respondents to vividly visualize each scene, effectively immersing them in the story's world. This level of clarity and coherence in the setting contributed to the readers' overall understanding of the author's intended message and the themes explored throughout the novel.

Moreover, the respondents appreciated how the settings resonated with the content of the story, emphasizing that it enhanced the reading experience. The well-integrated setting not only provided a backdrop for the events but also played a significant role in shaping the characters' actions and decisions. It allowed the respondents to emotionally connect with the characters and their journeys, further enriching their engagement with the narrative. By praising the novel's setting for its suitability and clarity, the respondents underscore its crucial role in facilitating their understanding and enjoyment of the story. In conclusion, the respondents' positive reception of the novel's setting highlights its effectiveness in creating a cohesive and immersive reading experience, ultimately contributing to the novel's appeal and impact on its audience.

Question 10: *What do you think about Buck's character depicting true friendship and loyalty?*

The respondents' unanimous agreement on Buck's portrayal as a symbol of loyalty and friendship underscores the novel's success in delivering powerful moral lessons to its readers. Throughout the story, Buck's actions and behaviour consistently showcase his loyalty and devotion to his owner, highlighting the significance of reciprocating kindness and love. Readers are drawn to Buck's unwavering commitment to protecting and supporting his owner, exemplifying the true essence of friendship. The character of Buck serves as a compelling role model, reminding readers about the importance of treating others with respect and compassion.

The respondents' appreciation of Buck's loyalty and friendship further reveals how his character resonates with readers on a deeper level. Buck's unwavering devotion and friendly nature evoke empathy and admiration, leaving a lasting impact on the audience. As readers follow Buck's journey, they are not only entertained by the narrative but also enlightened by the profound moral lessons embedded within the story. The novel's ability to impart these valuable insights about human kindness and loyalty speaks to its enduring appeal and relevance across different generations. In conclusion, Buck's portrayal as a symbol of loyalty and friendship in the novel has a profound impact on the readers, instilling important values and life lessons that transcend the boundaries of fiction.

3.1.2 Intrinsic Elements
Theme

In terms of theme, most of the respondents liked the novel themes of survival and return to the wild, with ten respondents stating their preference. They appreciated how the story depicted the dog's journey to survive various situations and eventually return to its natural habitat. However, there were differences of opinion regarding the themes of love and loyalty, with six respondents stating they liked it and four saying they did not like it. Those who liked him appreciated Buck's depiction of love and loyalty towards his master, while those who disliked him felt that not all of the masters in the novel show love and concern for Buck. In terms of suitability for all ages, seven respondents liked it, highlighting the appealing use of animal characters for both children and adults. However, three respondents did not like it because they felt that the novel contained elements of violence that might not be suitable for younger readers. Overall, the themes of survival and return to the wild were well-received, while opinions were mixed on themes of love and loyalty, and appropriateness for all ages. The theme of this novel about returning to the wild can be said to be a traditional theme because it meets the expectations of the readers and provides a satisfying conclusion. The novel effectively presents strong characters through vivid descriptions and explores Klondike's social setting during the Yukon gold rush, where dogs replaced horses as carriage pullers due to the challenging terrain.

Plot

In terms of plot, all respondents liked the clear delineation of the ending, with unanimous responses from all. They appreciated how the story was easy to understand and had a satisfying ending where Buck was able to live freely in the wilderness. Likewise, all respondents liked storylines that were easy for readers to follow, because they were uncomplicated, light, clear, and written in easy-to-understand language. Regarding following Buck's life story, there was a slight difference of opinion, one respondent stated that he did not like it. These respondents felt the novel involved many other characters besides Buck. However, the majority of respondents liked that Buck plays a dominant role from start to finish and found it well-described in the novel. The novel's plot begins with Buck living a comfortable life at Judge Miller's place in the Santa Clara Valley. Conflict arose when Buck was kidnapped and sold, leading to his transformation into a fighting dog and a harsh life as a freight train puller. The climax comes when Buck discovers the murder of his old master and takes revenge by chasing down and incapacitating Yeehats. Eventually, Buck found his true calling and formed his herd in the wild. Overall, respondents appreciated the vivid depiction and easy-to-follow nature of the novel's plot, with Buck's journey as its main focus. The plot effectively depicts Buck's transformation and quest for freedom, leading to a satisfying conclusion.

Setting

All respondents said they liked the clear description of the setting in the novel, without disliking it. They appreciated how settings were vividly described, allowing readers to easily imagine the story in detail. They could vividly imagine every event and scene, even without Buck speaking, understanding his thoughts and actions. The setting is seen as very appropriate and following the contents of the story. Respondents liked stories that were clear and appropriate, without confusing or making the reader guess what the story meant. Depictions of time and place are well integrated, creating no confusion or uncertainty. The novel's setting is introduced early on, with Buck living in the sun-drenched Santa Clara Valley and then being pulled into the Klondike area during the gold rush. The event took place in Canada's Yukon territory. The time setting is also clearly described throughout the story. The changing weather and the passage of time are evident as Buck embarks on various journeys and experiences. The transition from winter silence to spring awakening is depicted. Overall, respondents appreciated the explicit and well-integrated setting descriptions, allowing them to fully immerse themselves in the story and understand the events that occurred.

Characters and Characterizations

All respondents stated that they liked the characterization in the novel, without disliking it. They appreciated how Buck's character portrayed true friendship and loyalty, with Buck portrayed as a loyal animal and helper to his master. The friendship between animals and humans is evident and evident throughout the story. Buck's loyalty and love for his master, as well as the mutual love of John Thornton, were also well received. John Thornton's character which represents deep love is liked by all respondents. They observe the strong bond and love between Buck and John, and the actions the two characters take to save and protect each other. John's depth of love for Buck is emphasized and appreciated. Regarding Hal's character that shows aggression, all respondents said they liked this depiction. They view Hal as an evil and heartless character, lacking empathy and treating Buck and his group cruelly. Hal's aggressive nature stands out in the story, and respondents felt that he was one of the least empathetic characters. Hal's actions contribute to the conflict Buck faces and add tension to the narrative. Respondents appreciated the characterization of Buck, John Thornton, and Hal in the novel. Buck's loyalty and friendship, John Thornton's deep love, and Hal's combative nature are well portrayed and elicit an emotional response from readers. Buck is seen as the protagonist, evoking sympathy and empathy, whereas Hal serves as the antagonist, causing conflict and opposing Buck's character.

3.1.3. How Is The Aesthetic Of The Reader To The Novel The Call Of The Wild?

Based on the respondents' responses, the novel *The Call of The Wild* fulfilled the aesthetic requirements of clarity, logical arrangement, and precise proportions. Respondents unanimously agreed that the novel is clear in its description and presentation. They feel they can imagine every scene and understand the story well. The storyline is presented in such a way as to provide a clear picture of how the story will end so that the reader can follow along without confusion. In terms of logical structure, respondents appreciate how each chapter, scene, and story element is integrated and balanced. The plot, setting of place and time, characters, and characterizations all blend well and are arranged logically. The uncomplicated structure of the novel makes it easy for the reader to follow the story from start to finish. The integration of these elements creates a cohesive and well-paced narrative. Regarding the right proportions, respondents felt that the

novel was presented in the right size. They feel neither too long nor too short, balancing length and content. The story is easy to understand and gives a clear picture without being exaggerated. Respondents also agreed that the novel is suitable for readers of all ages, indicating its broad appeal. In summary, the respondents' feedback indicates that *The Call of The Wild* meets the aesthetic requirements of clarity, logical arrangement, and precise proportions. Vivid novel depiction, balanced integration of elements, and appropriate size contribute to the overall aesthetic appeal.

3.2. Discussion

According to the reception theory put forward by Jauss, readers' responses and interpretations may vary based on their respective experiences and knowledge. In the case of the novel *The Call of The Wild*, ten respondents provided their feedback and responses, each with their understanding and knowledge of the text. The respondents' statements reflect their different perspectives and interpretations, even though they have the same aims and objectives. Reception theory emphasizes that readers bring their own unique experiences and knowledge to their understanding of a text. The responses from the ten respondents who varied in social status and age indicated their varied reading experience and knowledge. Even though their answers may differ, they ultimately convey the same meaning and intent. The respondents provided varying interpretations and responses to the text, the core message, significance, or essence they derived from the text remains consistent. Despite having individual viewpoints and diverse backgrounds that influenced their understanding, the underlying message or essence of the text managed to resonate with each of them, leading to a common understanding or takeaway. In other words, their different perspectives ultimately led to a shared understanding of the text's fundamental meaning or purpose.

Jauss' reception theory, which posits that readers' responses to literary works are heavily influenced by their individual experiences and knowledge, the research findings regarding reader responses to the novel *The Call of The Wild* suggest a level of consistency in their interpretations. While Jauss' theory asserts that readers bring their unique perspectives to their understanding of a text, the respondents' statements in this research indicate a shared understanding and interpretation of the novel's intrinsic elements. Despite having varied social statuses and ages, the respondents' responses align to a considerable degree, implying a convergence of interpretations rather than the anticipated diversity.

It is important to note that individual interpretations of the novel's intrinsic elements may differ due to personal experiences and preferences. Each respondent's liking or distaste for a particular element could stem from personal experience or the element's unique qualities. Reception theory highlights the reader's ability to understand and accept text, which leads to different responses and interpretations. Jauss' theory of reception highlights those readers' responses to a text can vary due to their diverse experiences and knowledge. Theory helps in understanding the results of research studies by showing how respondents interpret the text of the novel. The various responses from the respondents show their ability to engage and respond to statements related to the intrinsic elements of the novel, thus reflecting a high level of understanding and responsiveness.

Additionally, the research portrays a collective agreement among respondents regarding the novel's aesthetic elements, including clarity, logical arrangement, and proportional development. This apparent consensus challenges Jauss' idea those readers' responses vary significantly due to their diverse experiences. The unanimity in perceiving the novel as clear, logically structured,

and possessing the right proportions suggests that the respondents may not have as much individual influence on their interpretations as proposed by Jauss.

Based on the respondents' responses, the aesthetic elements of the novel *The Call of The Wild* can be identified. These elements include clarity, logical arrangement or perfection, and the right proportions. Respondents unanimously agreed that the novel is clear and easy to understand, so they can understand its content without difficulty. The novel is also considered to have a logical and well-organized structure. Each chapter and scene seamlessly present the setting, plot, character, and characterization elements, creating a cohesive and coherent narrative. Respondents appreciated the natural storyline, finding it believable and relatable to real-world experiences. The writer's inspiration from the social environment contributed to this sense of authenticity.

In addition, the novel is considered to have the right proportions. It strikes a balance in terms of plot development, providing an appropriate amount of content without going overboard. Respondents felt that the story had a good plot and was suitable for readers of all ages and backgrounds. A balanced choice of themes and plots contributes to the reader's engagement and understanding of the work. Furthermore, the novel's aesthetic elements were found to have clarity and were logically arranged, which made it enjoyable to read.

The novel's balanced approach to themes and characters added to the overall appeal and enjoyment of the story. Furthermore, while Jauss' theory highlights the reader's subjective role in constructing meanings from a text, the research indicates a certain degree of objectivity in the respondents' shared perceptions. This contrasts with Jauss' emphasis on the subjective and diverse nature of reader responses.

Overall, the reception theory offers valuable insights into how readers interpret and respond to literary works like *The Call of The Wild*. Through varied responses and interpretations, the reader's unique experiences and knowledge shape their understanding and appreciation of the novel's intrinsic elements. The research of reader responses using qualitative descriptive methods allows researchers to explore the diverse perspectives and emotional reactions of readers, highlighting the richness and complexity of their engagement with the text. The findings of this research contribute to a deeper understanding of the novel's impact on its readers and the significance of its aesthetic elements in shaping their experiences.

In conclusion, the research findings regarding reader responses to *The Call of The Wild* challenge certain aspects of Jauss' reception theory. The level of agreement among respondents, particularly regarding aesthetic elements, questions the extent to which readers' experiences solely determine their interpretations. While Jauss' theory remains relevant, this research presents a unique case that merits a re-evaluation of the theory's applicability in every context.

4. CONCLUSION

In examining readers' intellectual responses to Jack London's novel "*The Call of The Wild*," a notable diversity of reactions among respondents becomes evident, particularly concerning the novel's thematic elements. These responses were gathered from a varied pool of individuals representing different social statuses, encompassing graduates, students, and workers of both genders. Out of the provided binary response options, 6 respondents expressed their liking for the novel, while 4 respondents conveyed their lack of affinity for it. Regarding other narrative components, only one respondent exhibited a divergent viewpoint concerning the plot, while the majority exhibited coherence in their perceptions. Through their responses, expert readers showcased their adeptness at engaging with the novel's intrinsic elements. The multifaceted array of answers and justifications underscore the pivotal significance of comprehensively grasping the

elements encapsulated within literary works, particularly within the domain of novels.

The discerned aesthetic elements that emerged from readers' responses encompassed attributes such as clarity, logical arrangement, and suitable proportions. Each reader contributed their distinct aesthetic viewpoint, shaped by their individual experiences and comprehension of the novel's content. These identified aesthetic elements play an integral role in shaping the overall appreciation of the novel's artistic construction.

In the realm of research, the undertaking of reception-based studies assumes paramount importance as it divulges the knowledge and perspectives of readers concerning literary works. Such investigations not only illuminate the qualitative essence of a literary piece but also position it within the broader literary landscape. Given the relatively limited exploration of research underpinned by reception theory, it is incumbent upon future researchers to embrace the theory's potential and delve into its application across diverse contexts and research inquiries. This endeavour holds the promise of unearthing novel insights and enhancing our comprehension of the intricate interplay between literary texts and the readers who engage with them.

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EFL Students' Achievement in Reading Comprehension through Gamification Kahoot

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ABSTRACT

This study attempts to examine EFL students' achievement in reading comprehension of recount text through gamification Kahoot, a technological-based learning platform, as well as to explore their perceptions of using gamification Kahoot as an assessment tool in the reading test. The data were obtained from both tests and questionnaires, and the assessment criteria used as proposed by Kartika (2001), and uses descriptive analysis. Meanwhile, the students' perceptions are based on the indicator theory of perceptions proposed by Hamka (2002). 36 students (21 females, and 15 male students) in the tenth grade of the State Vocational High School 1 Godean in the academic year 2022/2023 participated as the respondents. The findings revealed that the highest score on the test was 100 and the lowest score was 53. Meanwhile, the average or mean of the student's score is 74 with a total score of 2664. Furthermore, the achievement of students in reading comprehension of recount text using gamification Kahoot is in the "Good" category (74). Meanwhile, the students' perceptions showed that gamification Kahoot as an assessment tool can motivate students, and create fun classroom conditions.

Keywords: Achievement, gamification Kahoot, perceptions, reading comprehension, recount text

1. Introduction

Technological-based learning applications may contribute significantly to the learning and teaching process. The usage of various forms and types of learning media will be a great source of information for students (Ediyani et al., 2020) and effective learning tools will increase students' interest in learning (Puspitarini & Hanif, 2019). Wahyuningsih & Kusumaningrum, (2022), confirm that teachers need to arouse their creativity in using technology in this digital era to improve the learning process, ease message delivery, and facilitate instructional design significantly. Furthermore, the presence of technology in learning-teaching may engage students' participation in reading activities Arianti, (2021).

According to Serravallo, (2010), reading involves thinking, comprehending, or comprehending the meaning of the text. It refers to the method by which a reader obtains a message from an article or text. Reading is the process of comprehending text, enabling a reader to understand and construct the meaning of a text and combine textual information with past knowledge that has been read (Anderson, 2003; Eka Yuliani, 2013). Using technology-based learning platforms will be more effective for students (Kamelia, 2019). The most prevalent type of reading text encountered in everyday life is recount text. Recount text is used to convey the story of an event or something that happened in the past (Djuharie, 2007; Rajan et al., 2002; Wardiman et al., 2008). Meanwhile, Knapp & Watkins, (2013), confirm that recount text is a sort

of sequential text that only serves to sequence a succession of events. It is the most basic type of story genre because recalls are the most basic text type.

One of the technology-based learning and teaching platforms is Kahoot. It is a game-based learning platform used by teachers and students in doing exercises and tests. Moreover, it is a form of gamification quiz used as a learning media integrated with the material or evaluation questions to make it more interesting and fun which can be assessed using a website (Wang & Tahir, 2020). To join the gamification Kahoot media, we can click the link https://Kahoot.it/ for students, and https://Kahoot.com/ for teachers. Both instructional design and technology are two necessary aspects of learning. It is in line with Brown, (2012), who confirms that these two aspects become essential in developing media to achieve a better learning process and stimulate students' enthusiasm in the learning-teaching process. Therefore, an appropriate learning-teaching platform is important in the educational sector.

The learning-teaching process is always done side by side and grows together. Students' learning achievements may depend on several factors, including instructional design, medium of learning, motivation, and perceptions or beliefs about the nature of their learning conditions (S. Licorish et al., 2018; Setiyadi, 2020). Many intellectual and nonintellectual aspects contribute to this competence (Mašková & Kučera, 2021).

As a teacher, it is essential to comprehend the progress of knowledge, skills, and understanding of learning materials. (Mulyani et al., 2019) state that students' achievements can help teachers determine which techniques will be used and what they should improve. Learning achievement indicates whether or not the learning goals have been achieved by the learning system. It is a teacher who can motivate, and engage their students to learn and the utilization of technology-based learning platforms may enhance learning enthusiasm, and allow them to study independently based on their talents and interests (Buchner & Zumbach, 2018).

Several studies have been conducted concerning the use of Kahoot as a game-based learning application for improving EFL learners' English skills. For instance, Tóth et al., (2019), conducted a study on the effect of the Kahoot quiz on the student's exam results. The results reveal that students who took more Kahoot quizzes performed better on their exams and received good scores. Next, a study was carried out by Baszuk & Heath, (2020) to examine the use of Kahoot to increase exam scores and engagement. The results of the study showed that, utilizing Kahoot in the classroom as a trivia game refresher aids students in mastering vocabulary and course themes. A qualitative study was conducted by Wang & Tahir, (2020), to explore the impact of using Kahoot on classroom dynamics, student anxiety, learning performance, and students' and teachers' perspectives. The findings revealed that Kahoot has a positive contribution to classroom dynamics, student learning performance, and student and teacher attitudes, The main challenges faced by students are bad internet connections and difficulty in reading questions and answers on a screen. Another qualitative study was carried out by Licorish et al.,(2018), who explored perceptions of students in using Kahoot on their learning process and teaching. The results showed that Kahoot boosted student learning with the greatest impact on students' participation and motivation.

Another relevant study was carried out by Heni et al., (2019), who examined the use of Kahoot: a game-based technology to increase student engagement and active learning of Senior High School students. This study examined students' activities throughout learning and teaching. The specific goal of this research is to look into the use of Kahoot in encouraging students' participation in English learning. The results showed that Kahoot is an excellent alternative learning platform as it can be accessed via mobile device for teaching and learning among high school students.

Numerous studies have been carried out to examine the use of Kahoot as a learning platform, but studies to examine and explore the effectiveness of game-based learning in the classroom using Kahoot media as an evaluation tool are still limited in numbers. The present study provides some useful theoretical and practical contributions to the existing body of knowledge in the field of English language teaching, especially in reading comprehension tests. Theoretically, Kahoot supports the students and also the teachers in understanding the material easily and makes a pleasant situation in the learning-teaching process. In addition, this research may be a reference for further researchers in doing research on the utilization of gamification Kahoot towards students' achievement and stimulating students' enthusiasm in learning English. Meanwhile, practically, Kahoot helps students and teachers to follow the learning process effectively and efficiently. In addition, teachers can also be innovative in delivering questions utilizing game-based or technology-based media.

The present study focuses on the State Vocational High School 1 Godean students' achievements in reading comprehension of recount text through the gamification Kahoot learning platform, as well as their perceptions of using gamification Kahoot as an assessment tool in doing their reading test. Therefore, the present study attempts to solve the following problems: 1) How are the students' achievements in reading comprehension of recount text through gamification Kahoot? 2) What are the students' perceptions of utilizing gamification Kahoot as an assessment tool in the reading test?

2. Methodology
Research Design and Instrument
A quantitative research design was applied to obtain the data through tests and questionnaires. The purpose of the test is to find out the students' achievements in the instructional design and their scores by using Kahoot media as an assessment tool. Meanwhile, a questionnaire was given to further explore the perspectives of students after using gamification Kahoot as an assessment tool in the reading test.

Research Respondents
36 students, consisting of 21 females, and 15 male students in the first grade of the State Vocational High School 1 Godean, Yogyakarta were involved in the process of gathering the data. The reasons for selecting the respondents are: 1) they have learned the recount text in the previous semester; 2) they have used the Kahoot learning application for their reading course; 3) they have done their tests through the Kahoot learning application many times.

Research Procedures
To gather the data needed, researchers conducted several steps as the research procedures, They are, first, asked the students to do a pre-test and define recount text, as well as the generic structure and language features. Second, the researchers informed the students of what they must perform, namely viewing. During the viewing, the researchers re-explained the material in slides and did some mini-games with the students. In the post-viewing, the researchers explained Kahoot as an assessment tool or quiz that students may utilize to answer questions regarding the recount text. Finally, when the reading test was completed, students were requested to fill out the questionnaire through Google Forms on their experiences using the gamification Kahoot in the reading test.

Data Analysis
The students' reading scores were analyzed using five reading comprehension aspects according to Brown, (2004), namely, Main Idea (M), scanning for details (D), Grammar (G),

Vocabulary (V), and identifying exceptions (E). The tests are in the form of multiple choice provided through the Kahoot platform. Each question in the Kahoot consists of 15 questions. The data were described using descriptive explanation. The formula utilized by the researchers is as follows.

$$\text{Total Score} = \frac{Correct\ Answer}{Total\ Questions} \times 100$$

To determine students' test achievement, the researchers used the assessment criteria which is proposed by Kartika (2001) as seen in Table 1, as follows:

Table 1. Assessment Criteria of Student Completeness

Interval	Category
90-100	Excellent
70-89	Good
50-69	Fair
> 50	Poor

Adopted from Kartika (2001)

Meanwhile, to analyze the students' questionnaire results, the researchers converted the four-Liker-Scales into the conversion questionnaire statement score as proposed by (Sugiyono, 2018) as presented in Table 2, as follows:

Table 2 Conversion of Questionnaire Statement Score

Scale	Scale Description
4	Strongly Agree (SA)
3	Agrees(A)
2	Disagrees(D)
1	Strongly Disagree (SD)

Adopted from Sugiyono, (2018)

The data were analyzed based on the results of the questionnaire and examined by using the following formula:

$$\text{Percentage} = \frac{The\ frequency\ of\ the\ answer}{total\ number\ of\ respondent}\text{s} \times 100\%$$

Adopted from Arikunto (2006)

3. Results and Discussion
3.1 Results
3.1.1 Students' Achievement in Reading Comprehension through the Gamification Kahoot

To obtain the data about students' reading comprehension achievement of recount text through gamification Kahoot, the researchers conducted pre-and post-tests of the students using questions based on the material that had been previously learned. The pre-test was conducted once in class X of Visual Communication Design (DKV) and was attended by 36 students in 30 minutes using

Google Forms. Meanwhile, the post-test was conducted in 30 minutes. Then, the students' reading scores were analyzed using five reading comprehension aspects proposed by (Brown, 2004), namely Main idea (M), scanning for details (D), Grammar (G), Vocabulary (V), and identifying exceptions (E). The results of the pre-test and post-test of students' achievement in reading comprehension of recount text are presented in Table 3 as follows:

Table 3. Students' Achievement in Pre-Test and Post-test

No	Initial name	Aspects											
		Pre-test					Total	Post-test					Total
		M	D	G	V	E		M	D	G	V	E	
1	ASK	3	2	2	2	2	73	2	2	2	3	3	80
2	AAU	2	3	3	3	2	87	1	2	3	3	3	80
3	ATK	1	0	2	1	2	40	3	3	0	2	3	73
4	AOR	1	1	1	1	2	40	2	3	1	2	2	67
5	AGP	3	2	1	1	2	60	2	3	1	1	2	60
6	ARA	2	3	2	2	1	67	2	3	2	3	2	80
7	DDA	3	3	3	2	1	80	2	3	0	2	2	67
8	DSS	3	2	2	1	2	67	1	3	1	1	2	53
9	EPM	2	2	1	2	1	53	3	3	1	1	2	67
10	FDS	2	2	1	3	2	67	1	3	2	2	2	60
11	HFS	3	3	1	2	3	80	3	3	2	1	2	73
12	IS	2	2	0	2	2	53	0	3	3	3	3	80
13	KSR	2	1	2	3	1	60	2	3	0	1	2	53
14	LB	3	3	1	1	2	67	2	3	2	3	2	80
15	MS	3	3	3	2	2	87	2	3	3	3	3	93
16	MA	3	2	1	1	2	60	1	3	3	2	3	80
17	PDJ	1	2	1	2	1	47	1	3	1	2	1	53
18	RSD	3	2	2	3	1	73	3	3	3	3	2	93
19	RCPR	2	2	0	1	3	53	2	3	1	3	3	80
20	REP	1	0	2	2	2	47	2	3	0	2	2	60
21	RDK	2	1	2	2	2	60	2	3	3	3	3	93
22	RIE	3	2	1	3	1	67	2	2	3	2	3	80
23	RCE	3	3	2	3	2	87	2	3	1	3	2	73
24	SEN	3	2	3	2	2	80	1	3	1	3	2	67
25	SFS	3	2	1	2	1	60	2	3	0	2	2	60
26	SAO	3	2	2	1	2	67	2	3	1	3	2	73
27	SSH	3	2	1	2	1	60	2	3	0	2	2	60
28	SA	3	3	3	2	2	87	2	3	1	3	2	73
29	SRR	2	2	1	2	1	53	3	3	0	0	2	53
30	SKAP	3	3	2	3	3	93	2	2	3	3	3	87
31	SALM	2	2	3	2	2	73	2	3	3	3	3	93
32	UNA	3	2	2	3	1	73	2	2	2	3	2	73
33	VO	2	2	2	2	1	60	2	3	0	3	2	67
34	YFG	3	2	3	2	3	87	3	3	3	3	3	100
35	YDY	1	3	0	3	2	60	2	3	3	3	2	87
36	ZNB	3	1	2	2	1	60	2	3	3	3	3	93
		Total score					2388	Total score					2664
		Mean score					66	Mean score					74

Table 3 shows the students' pre-test and post-test mean scores in the five aspects tested. As we can see, the total score in the pre-test is 2388, and the mean score is 66. The mean score is gained from the total score (2388), then divided by the number of respondents (36) students. This means that the student's achievement (66) in the reading recount text is categorized as 'Fair' as proposed by Kartika (2001) in the aforementioned assessment criteria. The following figure displays the frequency of outcomes from 36 students based on the findings of students' achievement in the pre-test. The frequencies are shown in Chart 1 as follows:
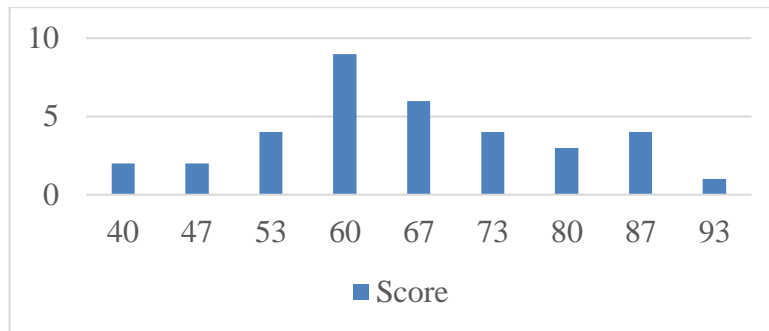

Chart 1. Frequency of Students' Pre-test Scores

Chart 1 shows the variations in the frequency of results from 36 students. It can be seen clearly that 2 students got a score of 40, 2 students gained a score of 47, 4 students got 53, 9 students gained a score of 60, 6 students got 67, 4 students got 73, 3 students got 80, 5 students got 87, and 1 student got 93. It means that 4 students are in the "Poor" criteria, 19 students are in the "Fair" criteria, 11 students in the "Good" criteria, and 1 student in the "Excellent" criteria.

Meanwhile, the post-test shows the total score is 2664, and the mean score is 74. The mean score is gained from the total score (2664), then divided by the number of respondents (36) students. This means that the student's achievement (74) in the reading recount text is categorized as 'Good' as proposed by Kartika (2001) in the aforementioned assessment criteria. The following figure displays the frequency of outcomes from 36 students based on the findings of students' achievement in the post-test. The frequencies are shown in Chart 2 as follows:
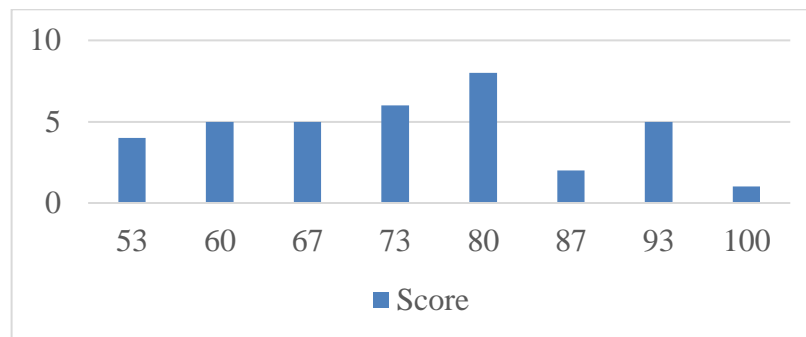

Chart 2. Frequency of Students' Post-test Scores

Chart 2 shows the variations in the frequency of results from 36 students. It can be seen that 4 students gained a score of 53, 5 students got 60, 5 students got 67, 8 students got 80, 2 students gained a score of 87, 5 students got 93, and 1 student got 100. It means that there is none in the

"Poor" criteria, 14 students who are in the "Fair" criteria, 16 students in the "Good" criteria, and 6 students in the "Excellent" criteria.

Another finding of the present study revealed that students encountered some technical problems such as unstable internet connection and students' phone errors that can interrupt the test. In addition, the students cannot go back to the previous questions to crosscheck the answers because they have very limited time. Thus, it may cause the students to make the wrong choice when in a hurry.

3.1.2 Students' Perception of Utilizing Gamification Kahoot as an Assessment Tool in Reading Comprehension

To obtain the data about students' perceptions of using Kahoot as an assessment tool in reading comprehension of recount text, the researchers used a questionnaire. Furthermore, the questionnaire is in the form of a Likert scale, ranging from a score of 4 (SA) to a score of 1 (SD). There are two indicators of perceptions used, namely absorption, and understanding, with ten items in total, The questionnaire results can be seen in Table 4 as follows:

Table 4. The Questionnaire Results

.No	.Statement.	SA.		A.		D.		SD.	
		.F	.%	.F	.%	.F	.%	.F	.%
Absorption									
1	Statement 1	8	22.2%	26	72.2%	2	5.6%	0	0%
2	Statement 2	6	16.7%	25	69.4%	5	13.9%	0	0%
3	Statement 3	4	11.1%	31	86.1%	0	0%	1	2.8%
4	Statement 4	8	22.2%	27	75%	1	2.8%	0	0%
5	Statement 5	14	38.9%	22	61.1%	0	0%	0	0%
Understanding									
6	Statement 6	3	8.3%	29	80.6%	4	11.1%	0	0%
7	Statement 7	2	5.6%	30	83.3%	4	11.1%	0	0%
8	Statement 8	2	5.6%	32	88.9%	2	5.6%	0	0%
9	Statement 9	5	13.9%	30	83.3%	1	2.8%	0	0%
10	Statement 10	4	11.1%	32	88.9%	0	0%	0	0%

Table 4 shows the results of students' questionnaires in connection with their perceptions of using gamification Kahoot as an assessment tool in reading tests. The data revealed that the majority of students perceived positive thoughts about the utilization of Kahoot in their reading activities. It can be known from the percentage of scores gained in each indicator based on the theory of perceptions proposed by Hamka (2002), namely absorption and understanding.

The followings are the percentage of the questionnaire results as presented in Chart 3 as follows:
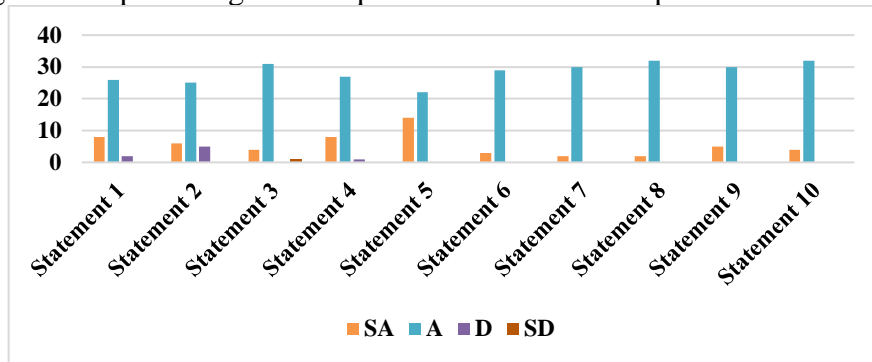

Chart 3. The Percentage of Students' Perceptions

Chart 3 shows the questionnaire results concerning students' perceptions after utilizing the gamification Kahoot as an assessment tool in reading tests. The following are the results of students' responses to each statement in the questionnaire distributed online.

In response to statement 1, it shows that 8 or 22.2% of students strongly agree that Kahoot is an interesting tool to gain scores or to assess students, and 26 or 72.2% of students agree. Meanwhile, 2 or 5.6% of students disagree, and none of the students strongly disagree with the statement. This means that students agree that Kahoot is an interesting tool to gain scores or assess the students. It implies that using Kahoot as an assessment tool can be one of the fascinating media that teachers can utilize in learning-teaching reading. In response to statement 2, it shows that 6 or 16.7% of students strongly agree that they like the concept of Kahoot as an assessment tool, and 25 or 69.4% of students stated that they agree. Meanwhile, 5 or 13.9% of students disagree, and none of the students strongly disagree with the statement. From the data, it infers that students agree that they like the concept of Kahoot as an assessment tool.

In response to statement 3, it shows that 4, or 11.1% of students strongly agree that Kahoot has a clear image object appearance, and 31, or 86.1% of students agree, none of the students disagree. However, 1 or 2.8% of students strongly disagree with the statement. This means that students agree if Kahoot has a clear image object appearance. In response to statement 4, it shows that 8 or 22.2% of students strongly agree that the use of Kahoot can increase students' enthusiasm for doing the test, and 27 or 75% of students agree. Meanwhile, 1 or 2.8% of students disagree, and none students strongly disagree with the statement. This means that the use of Kahoot is good enough for increasing students' enthusiasm for doing a test.

In response to statement 5, it shows that 14, or 38.9% of students strongly agree that Kahoot has a unique concept and/or appearance, and 22, or 61.1% of students agree. Meanwhile, none students disagreed and strongly disagreed with the statement. Therefore, Kahoot has a unique concept and/or appearance to get the students' attention in doing an assessment. In response to statement 6, the data show that 3 or 8.3% of students strongly agree that Kahoot can help students understand the questions better, and 29 or 80.6% of students agree. Meanwhile, 4 or 11.1% of students disagree, and none of the students strongly disagree with the statement. Based on the largest percentage, the students agree that Kahoot can help them understand the questions better. Therefore, the use of Kahoot may increase students' understanding of the questions while doing the test.

In response to statement 7, it shows that 2 or 5.6% of students strongly agree that Kahoot can help students understand vocabulary, and 30 or 83.3% of students agree. Meanwhile, 4 or 11.1% of students disagree, and none of the students strongly disagree with the statement. It implies that

students agree that the use of Kahoot can help them understand the vocabulary better. In response to statement 8, it shows that 2 or 5.6% of students strongly agree that Kahoot can help students understand the learning concept more easily, and 32 or 88.9% of students agree. Meanwhile, 2 or 5.6% of students disagree, and none of the students strongly disagree with the statement. The data imply that Kahoot can help them understand the learning concept more easily.

In response to statement 9, it shows that 5, or 13.9% of students strongly agree that the use of Kahoot is easy to understand, and 30, or 83.3% of students agree. Meanwhile, 1 or 2.8% of students disagree, and none of the students strongly disagree with the statement. The data imply that students agree that the use of Kahoot is easy to understand. In response to statement 10, it shows that 4 or 11.1% of students strongly agree that Kahoot can motivate students to increase their reading understanding skills, and 32 or 88.9% of students agree. Meanwhile, none of the students disagreed and strongly disagreed with the statement. Therefore, we may say that the use of Kahoot can motivate them to increase their reading understanding skill.

3.2. Discussion

The findings of the present study revealed that there is an improvement in students' mean scores in the post-test (74) with an overall score is 2664, compared to the students' mean score gained in the pre-test scores (66) with the total score is 2388. Furthermore, the data infer that there are twenty-three students under the score of 75 (a Minimum Completeness Criteria-KKM) proposed by the Kemdikbud, and thirteen students met the aforementioned criteria based on the results of the students' pre-test. Meanwhile, the students' post-test results revealed that there were fourteen students under the minimum completeness criteria, and twenty-two students met the aforementioned criteria. The utilization of gamification Kahoot with its unique and interesting features is beneficial for the teachers to train students' reading comprehension skills which in turn to obtain higher scores and reach the passing grade of 75 as set up by the school. The teachers and institution need to increase students' scores as it has implications for the school's good reputation in the community and evaluation from the authorities.

The data revealed that the majority of students perceived positive thoughts about the utilization of gamification Kahoot in their reading activities. The findings revealed that the utilization of Kahhot as an assessment tool can be one of the interesting media that EFL teachers can apply in learning and teaching reading and assessment. Therefore, students have positive perceptions of the concept of Kahoot as an assessment tool. Since Kahoot learning platform provides a clear image object appearance, it may increase EFL students' enthusiasm and motivation in learning English, especially reading, and comprehending the questions while doing the test. In addition, Kahoot can help them master the vocabulary, and know the concept of learning reading recount text. The sophisticated facilities and features which is provided by Kahoot in its dashboard make it possible for EFL learners to know the concept of learning reading recount text. Kahoot is one of the useful and interesting media for learning English for EFL students (Rofiyarti & Sari, 2017; A. I. Wang, 2015).

If we observe the results of students' pre-tests, we will find out that most of the students cannot work on multiple choice well. The students had not understood the five aspects of reading comprehension questions yet, regarding recount text material. The researchers also found out that the most of students made mistakes in several aspects, such as grammar and exceptions. This is because the students did not understand well about the context of the recount text. Meanwhile, the results of students' post-test revealed that students could work on multiple choice test questions, and understand instructional design, as well as the concept of the recount text. However, several

mistakes were found in several aspects of each question, especially when answering the question because the students did not understand some of the contexts in the recount text.

The positive effect of using gamification Kahoot may create a pleasant environment and adventurous attitude. It provides a great opportunity for EFL students to be actively engaged in learning reading doing their tests, and problem-solving. This is in line with Sercanoglu et al., (2021), who state that the gamification Kahoot platform is supposed to promote engagement and interest in the teaching process by motivating students. They went on to say that Kahoot is very interesting and suitable for enhancing creative learning-teaching, as it facilitates students to take quizzes simultaneously, collaborates with others, and recaps students' scores.

Kahoot learning application has a beneficial impact on students' learning outcomes. For instance, Licorish et al., (2017), confirm that the utilization of media in the classroom may significantly enhance teaching and learning quality(Pho & Dinscore, 2015), state that when built with learning concepts in mind, game-based learning can boost students' motivation, enthusiasm, and learning. Kahoot media, game-based learning is consistent with 21st-century learning concepts, which emphasize student-centred learning to inspire and utilize enjoyable and fascinating learning-teaching experiences (Rochmawati, 2017). The significance of gamification Kahoot in the learning-teaching process is that EFL students and teachers can create fun-entertaining classroom conditions (Henukh & Guntara, 2020).

Like other gamification in general, this gamification Kahoot has advantages and disadvantages. The Kahoot platform has several advantages, including the ability to download, review, and save students' results; a "ghost mode" feature that allows students to take quizzes multiple times and compete against themselves for higher scores; and a setting that allows teachers to adjust the response time from 5 seconds to 120 seconds. Aside from the benefits, teachers and students should be aware of the following drawbacks: there is a restriction to the number of characters that can be used in questions and responses; teachers cannot ask or receive open-ended responses (although this feature is reportedly coming soon), and the free answering options only have two styles (multiple-choice and true or false).

Guardia et al., (2019), confirm that the Kahoot app affects the teaching-learning process, as well as training skills and academic performance as evaluated by student grades Bicen & Kocakoyun, (2018), discuss perceptions of students for gamification approach: Kahoot as a case study. According to the findings, incorporating a gamification method raised student attention in the course as well as student desires for success. This method has also been shown to improve student motivation. Furthermore, the study's findings indicate that the Kahoot tool can be used effectively for instructional gamification. In addition, the gamification technique motivates students to be more ambitious and eager to learn. Meanwhile, Lin et al., (2018), examined Kahoot, a game-based learning tool in Malaysian higher education. These findings revealed that Kahoot! is effective at fostering and reinforcing learning, particularly about conceptual frameworks, numerical simulations, multimedia concepts, aspects or devices of media language, and media writing procedures.

Kahoot is very interesting and suitable for enhancing creative learning-teaching, especially for teachers because students can take quizzes simultaneously with friends and can help teachers recap students' scores. Teachers may easily produce their content, administer quizzes, and assess their students, while students may join it without having to register, play without humiliation (anonymously), have fun, and be competitive in learning (Wang, 2015).

4. Conclusion

Several important points are to be addressed concerning the results of this study, namely: 1) The students' learning achievement in reading comprehension of recount text of students using gamification Kahoot is categorized into "Good" criteria. This is obtained from the analysis data test that shows a total score of 2664 with a mean score of 74. This means that the achievement of class X of Visual Communication Design (DKV) student of the State Vocational High School 1 Godean in reading comprehension recount text using gamification Kahoot as an assessment tool is in good criteria, with reading comprehension question aspects: main idea, details, grammar, vocabulary, and exception; 2) Based on the results of the students' perceptions obtained from the questionnaire which consists of 2 aspects, namely absorption and understanding, students have the largest percentage of positive perceptions in statements 5 and 4. This means students strongly agree that the Kahoot learning platform has a unique concept and/or appearance. Moreover, Students also strongly agree that the use of Kahoot can increase students' enthusiasm for doing a test. To sum up, the results of the students' perception questionnaire about gamification Kahoot as an assessment tool can motivate the students with the uniqueness of the concept and appearance

Recommendations

Bearing in mind the greatest benefits of gamification Kahoot platform in English language learning and teaching, and reading assessment as well, the researchers would like to provide several recommendations for students, English teachers, and the next researchers. For EFL students, it is recommended to make use of a technology-based learning platform, e.g., gamification Kahoot, as a tool for enhancing their English proficiency level, especially in doing reading comprehension tests of recount text.

For EFL English teachers, we recommend they utilize the gamification Kahoot learning platform when teaching language skills, not only reading skills but also other skills, e.g., writing and assessment activities both inside and outside classroom settings. Besides, Kahoot may also be used for teaching and assessing students' achievements in other genres of text, including descriptive, narrative, and hortatory text. Besides, gamification Kahoot platform may also be used to create a pop-up or fun quiz for the students. These efforts are performed to create an enjoyable, and fun learning atmosphere. Since the research into technological-based learning platforms covers very large areas, we recommend that the next researchers conduct a similar study on the use of gamification Kahoot to improve other language skills, for instance, writing skills by including more respondents from other departments and universities.

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The Effectiveness of Using Crossword Puzzle Game Towards Students' Vocabulary Mastery

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ABSTRACT

This study sought empirical proof of the effectiveness of using crossword puzzle games to help students in class VIIB of SMPN 1 Diwek learn vocabulary during the academic year 2022–2023. Pre-experimental design and quantitative methodology were utilized in this study's research design. Students in class VIIB are the sample in this study. According to the research findings, there is a noticeable difference in students' vocabulary proficiency before and after using crossword puzzle games to teach them. The outcome of the descriptive statistics revealed that (85.78 > 69.53) the mean score of the students' posttest was higher than the mean score of their pretest. Additionally, the results of this research were calculated using the paired sample t-test. The outcome is a significance value between 0.000 and 0.05. It denotes acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (H0). Thus, it can be stated that employing crossword puzzle games to teach kids vocabulary is beneficial because there is a noticeable change in their vocabulary achievement before and after the application of the strategy.

Keywords: Vocabulary, Crossword Puzzle Game, Vocabulary Mastery

1. Introduction

English is a global language that should be studied since it can give benefits for students' future, such as helping them to develop certain talents or get a good job. Sadiyah et al. (2019) claimed that learning English is required to prepare learners for the era of globalization and improve their knowledge. To increase English skills, vocabulary is the basic thing that students have to understand because it can be difficult for them to express their feelings and ideas in speaking, writing, or reading if they do not have much vocabulary.

For English learners, one of the crucial things that has to be learned is vocabulary. Octaviani & Sari (2022) explained that without understanding the words in sentences, language learners will find difficulties communicating in speaking and arranging the words into sentences. Mastering vocabulary can make people confident to speak English. Especially when they live abroad, it can make it easier to know what people around them talk about. By having a good mastery of vocabulary, students can communicate fluently and clearly with other people. Learning English specifically, vocabulary is important in this era, such as for getting a good job, going abroad, or mastering technology.

Vocabulary is the first thing to be learned to be able to comprehend English. It is needed to express the idea and to know what other people say. Al-Dersi (2013) stated that mastering the

vocabulary can make an English learner a good speaker, reader, writer, and listener. Students can get more vocabulary when they learn vocabulary in the class. They will be introduced to new words by their teacher and classmates. According to Puspita & Sabiqoh (2017), three basic components (pronunciation, grammar, and vocabulary) play an important role in the process of the learning process, but vocabulary helps successful students a lot in learning English. Based on their statement, vocabulary is an important central aspect. Without knowing grammar rules well, they can make wrong sentences. Mastering vocabulary is not easy for all students, because there are so many kinds of vocabulary that students have to memorize. Syarifudin et al. (2014) stated vocabulary mastery has to be learned in the learning English process because it can be developed easily by students' experience. So even though some students face many difficulties, mastering vocabulary cannot be ignored. Alqahtani (2015) stated to convey students' ideas and comprehend what others are saying, students need to master vocabulary. The ability to process English words with high skill is referred to as vocabulary mastery. It is a personal accomplishment to acquire new terminologies.

From the observation and the scores of students' weekly tests in SMPN 1 Diwek, the researcher found some problems with students' English abilities. First, they still do not master the vocabulary for making sentences in English. Second, they still face problems in using some vocabulary in their writing. Third, they do not understand the meaning of the vocabulary in the English text. Fourth, students occasionally show little enthusiasm in studying English. Based on a conversation with an SMPN 1 Diwek English teacher, students feel bored studying English. Students have trouble selecting terms with the right meanings to describe something. An effect of students' problems is that they will be lazy to learn because students get many troubles. Some students also talk with their friends during the learning process, so it makes them unable to understand the material and the class becomes ineffective.

Learning vocabulary is not easy for all students, every student needs a different method to understand the learning material of vocabulary. Therefore, teachers have to be more creative to make the process of learning more interesting and enjoyable. The teachers have to find an effective method. A good teacher must master learning material before teaching be more creative also prepare up-to-date techniques for teaching. However, some teachers are still confused about teaching their students, because every student has different characteristics and abilities. Not all students can master vocabulary easily. Students need some methods to help students in learning it. According to Alqahtani (2015), one of the problems with teaching is that the teacher is less confident in teaching the learning process.

Using a game as a teaching and learning tool is one of the methods teachers may employ to teach vocabulary. Nurhayati (2015) argued that a game is a teaching technique that can make learners know the meaning of English words. The process of playing games can make students more active, and also a game played within a team can require students to work together and have responsibility. A game may enhance the learning process and make students more enjoy learning. Crossword puzzle games can be used to teach vocabulary. Crossword puzzle games require students to fill in blanks with words based on references, and they may be used to help students expand their vocabulary. The material is from cardboard and label stickers. Puspita & Sabiqoh (2017) explained that the process of learning vocabulary can be more interesting and fun using crossword puzzle games, and students can also get more chances to remember vocabulary and make sentence patterns. This game can also train the students to work in a team. According to Nicol (2019), filling in the crossword in the classroom as a learning process is a creative way to teach English. Using this game for learning will also make passive students to be active students.

Because every student has to give their opinion to solve the questions.

Furthermore, from solving crossword puzzles, students will also know the meaning of each word not only the meaning of the words. Lin & Dunphy (2013) stated that students can get good exercise by trying to solve puzzles, because it needs some skills such as analyzing, spelling, drawing conclusions, deciding the options, and writing inferences. The vacant spaces must be filled in by the students with a few words connected to the numbered clues, either vertically or horizontally.

Mastering vocabulary is not easy for all students. Sometimes some of them do not want to talk if the teacher does not ask them one by one. Kruawong & Soontornwipast (2021) explained that crossword puzzle games can be solved with correct spelling words. Usually, the material for this game is easily designed. This game is one of the popular puzzle games. Besides, by trying to solve a word related to the references, students can explore their thoughts and think critically. Students will not feel bored and enjoy the learning process. One of the games that can be used is a crossword puzzle game. Jaramilo as cited in Nugroho & Suprapto (2017) stated that crossword puzzle exercises can be a useful learning experience for increasing, building, and understanding the retention of terms relating to a particular area of knowledge. It indicates that students are involved in classroom activities. Students can also be more active because a crossword puzzle game is a game that is played in teams, so they can discuss or give their opinions when playing a crossword puzzle game. Based on Anwar & Efransyah (2018), games can develop students' brains to memorize new words.

Moreover, by playing crossword puzzle games students will get many benefits for example understanding the meaning of words, thinking about how to finish puzzles, making the learning process more fun, and training the student how to work in a team. By discussing the challenge in groups or the classroom, students learn how to think critically and collaborate. The previous study by Kahar et al. (2022) was about improving English vocabulary mastery using crossword puzzles. In their study, they used letters that sometimes made students feel bored with the learning material. But, in this study, the researcher used cardboard and label stickers to make learning material more colourful.

2. Methodology

The researcher applied quantitative methods. Quantitative research is concerned with accumulating and analyzing data that are organized and can be shown numerically. As for the research design, the experimental study was used in this study. In this study, a pre-experimental design was adopted. Additionally, pre-experimental design is frequently employed in studies on schooling. One group is the only one used in the pre-experimental design, with no comparison or control group. The researcher administered a pre-test to students to gauge their vocabulary proficiency before beginning the therapy. The remedy was taught to the students to memorize English vocabulary and solve some questions by using game media. The post-test, which was administered by the researcher following the therapy was delivered after the study and is a repeat of the pre-test.

This study uses a pre-experimental design and is a quantitative experiment conducted at SMPN 1 Diwek on 14 March - 28 March. Mostly, students of SMPN 1 Diwek live near the school. The implementation was carried out in class VII B. The location of SMPN 1 Diwek is at Jl. Raya Bandung No.56, Ceweng, Kec. Diwek, Kab. Jombang, Jawa Timur.
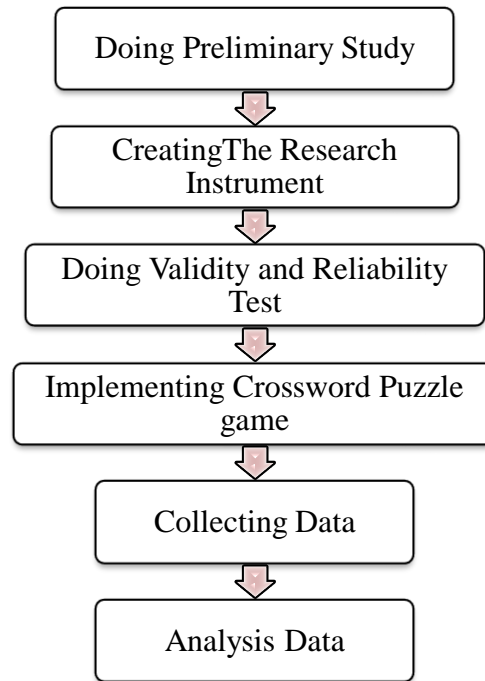
In quantitative research, the population is described as subjects/objects that have a particular characteristic which is the conclusions are determined by the researcher to be examined. The

population in this research is seventh-grade students of SMPN 1 Diwek in the academic year 2022/2023, which has 8 classes. Each of the seven classes from VII A to VII G has 32 students, whereas VIIH has 33 students. Therefore, the total number of students in seventh grade is 257 students. The researcher chose VII B because this class needs more innovations and methods for English teaching. According to the researcher's observation, in SMPN 1 Diwek VIIB is the class in which almost all students still have a lack of vocabulary, lack of motivation and their score is around 70 (less than the score of KKM). It can be seen from the fact that when the teacher explained the material, many students were bored in the learning process and when the teacher asked students about the explanation of vocabulary they were still confused. It is different with the VIII and IX classes which have a medium or advanced level of English also more understanding of English according to the researcher's interview with English teachers in SMPN 1 Diwek, they advised to choose VII B because they need new media and new method for increasing students' vocabulary mastery.

Therefore, the researcher used a crossword puzzle game because this media can make students understand how to explain the vocabulary so it can increase their vocabulary mastery. It is supported by Rusmawan (2018), stating that crossword puzzles can help students to create a good paragraph. They will also be more interested in learning English because this media is one kind of media game. Nurhayati (2015) stated that one of the methods for teaching the learning process is using games because they can give movement activities and students can be energetic. It can also make students feel more challenged, build their self-confidence and they can also spell words correctly.

Furthermore, the sample for this study consists of 32 students from class VIIB of SMPN 1 Diwek, 16 of whom were females and 16 of whom were boys. Majid (2018) explained that the sample is an important aspect of research because the population usually contains too many individuals for research to include as participants. In this research, the researcher used a sampling technique, because it will help the researcher to choose the research subject that will be included in the sample. Purposive sampling was utilized by the researcher in this study. A non-probability sampling method is called purposeful sampling. Non-probability sampling is usually used because the procedure to choose the unit to be included in the sample is much easier and faster than the procedure in probability sampling. The researcher chose this sampling technique because the researcher has to consider some considerations such as students' ability and students' knowledge.

Furthermore, the research procedures of this study can be seen in the data flow chart below.

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┌─────────────────────────────┐
│   Doing Preliminary Study   │
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┌─────────────────────────────┐
│    CreatingThe Research      │
│          Instrument          │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│  Doing Validity and Reliability │
│             Test             │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│  Implementing Crossword Puzzle │
│             game             │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│       Collecting Data        │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│        Analysis Data         │
└─────────────────────────────┘
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When conducting research, the data-gathering procedure is crucial. The researcher uses a procedure called data collection to get the data for the study. Furthermore, this study uses tests as a technique of data collection. Hasibuan (2018) explained that a test is used to measure students' achievement. Measurement is used to establish the performance or ability of a student. The researcher gave a pretest and posttest to the students. Students did an exam called a pre-test before receiving therapy. The researcher got information on how many students already had previous knowledge of the material that was given. Post-test test was given after doing the treatment. By comparing the results of the pre-test and post-test, the researcher got the data on students' achievement. Before doing the test for students, the questions of the test have to be valid and reliable. Surucu & Maslakci (2020) stated that Validity is concerned with the quality of the measuring tool that is used to assess how effectively the tool fulfils its purpose. For instance, the researcher conducts this question for a vocabulary test which was validated by an English lecturer at Universitas Hasyim Asy'ari and an English teacher from SMPN 1 Diwek. In this research, the researcher selected students who did not belong to the researcher's sample to answer the post-test and pre-test questions. Furthermore, the technique of data analysis in this study examines and processes the data as the first phase in the study process. Second, after the pretest and posttest data were collected employing descriptive statistics, such as the mean, median, and mode. Third, determining the data from the pretest and posttest. Fourth, using a paired sample test to assess the data.

3. Result and Discussion

3.1. Result

3.1.1. Student' vocabulary mastery before being taught using crossword puzzle game

As a sample for this study, the researcher selected the students in SMPN 1 Diwek of class VII B. There are 32 students in this class. Three steps make up the research. The first phase is a pre-test, which is used to gauge students' vocabulary proficiency before teaching them using crossword puzzle games. Treatment is the second phase and the post-test is the final one. The last phase involves testing the students to see whether they have mastered the vocabulary using crossword puzzles. The researcher used descriptive text about animals, people and places for the topic of pre-test and post-test questions and the material for implementing the crossword puzzle game. The researcher chose that topic because the descriptive text was the material that students were studying. Following the collection of the students' pretest scores, descriptive statistics were used to examine the results. It is shown in table 1 below.

Table 1. Descriptive Statistics of Pre-test

Statistics		
Pre-test		
N	Valid	32
	Missing	0
Mean		69.53
Median		70.00
Mode		75

Based on the results of the descriptive statistics from the pretest in class VIIB are shown in Table 1, the median score, as can be seen, is 69.53. Scores range from 70 to 75, with 70 serving as the median. It indicates that the student's vocabulary score is still low and less than the score of KKM (71). Students' pretest score is shown in Table 2 below.

Table 2. Students' Pretest Score

No	Subject	Pre Test
1.	Student 1	60
2.	Student 2	75
3.	Student 3	55
4.	Student 4	70
5.	Student 5	85
6.	Student 6	65
7.	Student 7	75
8.	Student 8	60
9.	Student 9	75
10.	Student 10	90
11.	Student 11	75
12.	Student 12	85
13.	Student 13	70
14.	Student 14	60
15.	Student 15	80
16.	Student 16	70
17.	Student 17	55

18.	Student 18	75
19	Student 19	60
20.	Student 20	90
21.	Student 21	75
22.	Student 22	60
23.	Student 23	80
24.	Student 24	55
25.	Student 25	75
26.	Student 26	65
27.	Student 27	80
28.	Student 28	50
29	Student 29	70
30.	Student 30	55
31.	Student 31	50
32.	Student 32	80

3.1.2. Students' vocabulary mastery in post-learning using crossword puzzle game

After administering the pre-test and obtaining a statistical description, the researcher administered the intervention to the class VIIB students. After the three sessions of therapy, the students took the post-test, which consisted of 20 questions. Following the collection of the post-test results from the students, descriptive statistics were used to examine the results. It is shown in table 3.

Table 3. Descriptive Statistics of Post-test

Statistics		
Post-test		
N	Valid	32
	Missing	0
Mean		85.78
Median		85.00
Mode		95

The results of the descriptive statistics from the post-test in class VIIB, consisting of 32 students, are shown in Table 3. The average score, as can be seen, is 85.78. 85 is the median while 95 is the modal score. Therefore, the mean post-test score is higher than the mean pre-test score. It may be said that the student's vocabulary proficiency scores at VIIB are on the median level. Students' post-test score is shown in Table 4 below.

Table 4. Students' Post-test Score

No	Subject	Post-test
1.	Student 1	85
2.	Student 2	90
3.	Student 3	75
4.	Student 4	90
5.	Student 5	95

6.	Student 6	80
7.	Student 7	90
8.	Student 8	75
9.	Student 9	90
10.	Student 10	95
11.	Student 11	90
12.	Student 12	95
13.	Student 13	80
14.	Student 14	75
15.	Student 15	95
16.	Student 16	85
17.	Student 17	75
18.	Student 18	85
19	Student 19	80
20.	Student 20	95
21.	Student 21	90
22.	Student 22	95
23.	Student 23	90
24.	Student 24	80
25.	Student 25	95
26.	Student 26	80
27.	Student 27	95
28.	Student 28	75
29	Student 29	85
30.	Student 30	80
31.	Student 31	75
32.	Student 32	95

3.1.3. The significant differences in students' vocabulary mastery before and after being taught using crossword puzzle game

The researcher's next step was to see whether there were any notable changes in the student's vocabulary proficiency before and after being taught via crossword puzzle games. Before utilizing the paired sample t-test for statistical analysis, the researcher had to do a normality test to determine whether the data were normal. The researcher utilized SPSS to analyze the data. Table 5 displays the normality test results for the pretest and posttest.

Table 5. The normality of Pre-test and Post-test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters,b	Mean	.0000000
	Std. Deviation	4.55414301

Most Extreme Differences	Absolute	.097
	Positive	.097
	Negative	-.094
Test Statistic		.097
Asymp. Sig. (2-tailed)		.200^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normalcy test result, which is displayed in the table above, is 0.200. It indicates that if $0.200 > 0.05$, the data can be regarded as normal. The next step is to do a t-test analysis once the pretest and post-test data have shown an indication to be normal. The outcome is shown in table 5. Table 5 shows that the result of the normality test is 0.200. It means that $0.200 > 0.05$, it can be concluded that the data are normal. The next step is to analyze using a t-test. The result can be seen in Table 6 below.

Table 6. Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-16.250	5.388	.953	-18.193	-14.307	-17.060	31	.000

The information in Table 6 may be used to demonstrate that the mean score is -16.250. The standard deviation is 5.388, the standard error mean is 0.953, and the lower difference is -18.193 while the upper difference is -14.307. The result of the test is -17.060, the df is 31 and the significance is 0.000.

The interpretation of the t-test can be described by two methods, as follows:

- Based on the score of the test, by comparing the t-count and t-test, which is the df 31 the result is 2,042 for a standard significance of 5%. It means that the t-count is -17.060 (the minus symbol in this case is ignored at standard significance 5%) the null hypothesis is thus disproved.
- According to the significant numbers, the null hypothesis is accepted if the probability is more than 0.05 and rejected if it is less than 0.05.

  When 0.000 is used as a significant number, it signifies that 0.000 is 0.05. Therefore, H1 is approved whereas H0 is disapproved. The accomplishment of students before and after utilizing crossword puzzle

games for instruction shows a clear difference. Thus, it can be said that employing crossword puzzle games to teach vocabulary to students in class VII B in SMPN 1 Diwek is effective.

3.2. Discussion

3.2.1. Students' vocabulary mastery before using the crossword puzzle game

The researcher administered the pretest before the treatment. The researcher's pretest stage came before the treatment. The teacher utilized a pretest with 20 multiple-choice questions. The pretest's mean score is 69.53 as a consequence. It suggests that before employing crossword puzzle games to teach vocabulary, students' vocabulary proficiency was often still at a low level. First, according to Megawati (2016), if students find any difficulties in comprehending the meaning of English terms, this might make it difficult for them to comprehend the English phrase that they are reading. The student's limited vocabulary is caused by the fact that they still do not fully comprehend the meaning of several English terms.

Second, Warif (2019) stated that when students are getting lazy to learn, they will not do their homework and cannot finish their tasks well. The students are lazy to learn English, which can make students not willing to do their tasks and they are not willing to try to understand the learning material. Third, Dewi et al. (2019) stated that the students will not focus on listening to the explanation of the teacher. The learning method that was used to teach English sometimes did not make them interested, so it made students unenthusiastic to pay attention when the teachers taught the material and they would not understand the learning material. Fourth, according to Nadeak et al. (2016), when the learning process is boring, the students become inactive. They become passive learners and find it difficult to understand the language since they are bored when learning English.

3.2.2. Students' vocabulary mastery after using a game of crossword puzzle

There are some previous studies such as the first, Kahar et al. (2022) state that crossword puzzle games can improve students' vocabulary mastery and reduce students' nervousness. Second, Fachrozi et al. (2021) explained that using crossword puzzle games can increase students' vocabulary mastery. The result of two previous studies about crossword puzzles can be concluded that using crossword puzzle games is effective in increasing students' vocabulary mastery.

Therefore, when the researcher already explained the descriptive text, then the next step was starting to play crossword puzzles as a learning tool to acquire vocabulary in English. Eight groups were created by the researcher out of students and the students gathered with their teams so students could discuss the answer with their groups. By learning with the team, the students who are still confused with the learning material can find it easier to understand the lesson. Chim (2015) stated that in team learning, students will try to understand the topic and discuss the answers together. Each student can also express their idea or opinion. The next step was giving the learning material and explaining the rules of the upcoming crossword puzzle game. Each team will get a question from the researcher at the first meeting as per the rules of the crossword puzzle game, for instance, when the researcher asked the first question to the first team, the researcher would give two minutes. The first team could not answer that question or the

answer of the question was wrong, the researcher would ask that question to the next team. At the end of the game, the researcher calculated the points that each team had collected. The team that got the highest points became the winner.

Crossword puzzle game is one of the games that could make the learning process more active. It can be seen in the first meeting when many students tried to raise their hands to answer the questions. Aini (2013) explained that one advantage of utilizing crossword puzzle games to learn English is to increase students' motivation. When one of the groups answered the question correctly and got the prize, another group was motivated to answer. Students' motivation in learning is really important for students because it can make students more active in answering or asking questions. It also made students not bored in learning English because they used new media for learning English and all the students participated in solving crossword puzzles. Students were also excited when the researcher showed the crossword puzzle for the first time, because the crossword puzzle is a new medium for learning English, especially when the students were excited when the teacher instructed them to play a game involving a crossword puzzle.

The researcher divided the class into eight groups and provided each group with a set of cardboard and paper crossword puzzle clues. The researcher then went on to describe the rules. The researcher gave the participants thirty minutes to complete the crossword puzzle. If any of them were unsure about the definitions of certain words, they may open a dictionary to look up the words' definitions. The team can attach the cardboard to the wall once they have completed the crossword problem. The answers of each team could then be corrected by the researcher and the students. The team that completed the crossword problem the quickest and properly won and got a prize. Because each team attempted to complete the crossword problem rapidly, the students became more enthusiastic about playing the game. In contrast to the previous meeting, when each team only had to respond to a small number of questions, in this part, the group was required to respond to every crossword puzzle question that the researcher had provided. As a result, the students encountered more new vocabulary and collaboration obstacles. At the end of learning, the researcher asked some questions about the vocabulary that had been learned.

In the third meeting, the game of crossword puzzles was played individually, so the student had to think and answer the questions by her/himself. Nonetheless, many students tried to raise their hands to answer the questions. It means that they were still excited to play the game, even though without their team. Students also can practice how to make sentences from the clues of a crossword puzzle game. Fachrozi et al. (2021) explained that students can learn with the answers, the questions or the clues that are compiled by the researcher. The researcher read the crossword puzzle question during the first part of this meeting, and any student who knew the solution might raise their hand and move forward to write the answer on the cardboard. If the answer was correct, the student could get the point and the researcher could write the point. A student who gets the most points will become the winner and get the reward.

In this study, crossword puzzles were used to boost participants' self-confidence as English language learners. Additionally, crossword puzzle games might help students learn more vocabulary. The students found it simpler to respond when the teacher asked them a few vocabulary questions at the end of the learning process. In contrast, before

the researcher treated the students, they had difficulties answering. Lin & Dunphy (2013) stated that doing some exercises with crossword puzzles can increase students' ability to memorize words. Besides memorising vocabulary, students can also spell some English words correctly after the treatment. It is supported by Nopitasari & Nurteteng (2019), that crosswords are a kind of word game where students fill in empty boxes with correct words and correct word forms, so they unconsciously learn new words and spell them. When students wanted to answer the question on the whiteboard, they were not allowed to bring their notes or dictionaries. Thus, they will try to remember the words that they want to use as the answer.

Following three sessions of therapy, the researcher administered the posttest to the students. Twenty multiple-choice questions must be answered by the students. The posttest's mean score is 85.78. This indicates that after learning vocabulary with crossword puzzles, students typically have a medium degree of vocabulary knowledge.

3.3.3. The significant differences in the vocabulary proficiency of students using the crossword puzzle game before and after the implementation

Students' vocabulary mastery before and after being taught using crossword puzzle games is significantly different. Since the implementation of crossword puzzle games may increase students' engagement in learning English, they can get more new vocabulary. Students also easier to memorize vocabulary and can increase their self-confidence of students because they try to come forward to answer questions. This result substantiates some previous studies such as the first, Kahar et al. (2022) stating that playing crossword puzzles with students may increase their vocabulary. Second, Fachrozi et al. (2021) noted that crossword puzzles can help students become more proficient in vocabulary. Also, the result of the post-test score (medium level) is higher than the pretest score (low level).

Additionally, playing crossword puzzle games helps students learn to accurately spell words. This study complements the previous study by Maududi et al. (2018), whose goal was to determine the relationship between students' writing ability and vocabulary mastery.

4.   Conclusion

The findings of this study show that students' vocabulary mastery before using crossword puzzle games to teach vocabulary is typically still low (mean pretest score: 69.53), while after using crossword puzzle games to teach vocabulary, students' vocabulary mastery is typically in a medium level (mean posttest score: 85.78), according to a paired sample t-test with a sig. 0.000 0.05, H1 is accepted and H0 is denied since there is a significant difference between students' vocabulary competence before and after being taught using a crossword puzzle game. As a result, it can be said that employing crossword puzzle games to teach vocabulary to students in class VIIB of SMPN 1 Diwek in the academic year 2022/2023 is effective.

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Semiotic Analysis of "*Super Reader*" in "*I Wandered Lonely as a Cloud*" Poem by William Wordsworth

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ABSTRACT

This study aims to analyze the figure of speech in the poem "I Wandered Lonely as a Cloud" by William Wordsworth. The study's design is descriptive qualitative with no changes in the variables. It described the result of the semiotic analysis of the poetry "I Wandered Lonely as a Cloud". The research technique has been done by using the super reader theory of analysis by Michael Riffaterre which focuses on three concepts: displacing, distorting, and creating. The result of the analysis shows that William Wordsworth's poem represents super reader theory. Displacing the meaning of semiotic Super Reader reveals figurative language such as metaphor, personification, simile, and synecdoche. The figurative language revealed by the displacing and distorted meaning shows how the reflection of solitudes is described and his view on the sound of crowded society in the romantic age. This creates meaning when he feels lonely, angry, and alienated from-it. The figurative language of metaphor has more dominance in this poem that relates to distorting meaning that some phrases or clauses have ambiguity, contradiction, and nonsense.

Keywords: *Semiotics, Superreader, Michael Riffaterre, William Wordsworth*

1. Introduction

Literature work is every detail written or the use of written language with aesthetic value (Teeuw, A, n.d.). According to (Clark, 2022), the poem is one of the literature categories to communicate a series of thoughts and feelings by focusing thoughts and feelings to become minimized form or even one reference representing the whole meaning. Therefore, According to Jakobson (Waugh, 1980), The poem aimed to express different kinds of feelings with a meaningful model a poet frequently uses stylistic or figurative language to state specific aims.

This research is intended to comprehend how a poem owns another meaning from the literal meaning. Referring to what is stated by Iser (Eagleton, 2005) and (Valéry et al., 1975) a poem has a specific complication although it has general meanings which are shaped by a certain series of thoughts. Then the writer will analyze the semiotic approach of the "super reader" semiotic approach (Riffaterre, 1978) to understand hidden messages in a poem by displacing, distorting, and creating meaning.

The research of semiotics on literary work becomes serious research when literature becomes a medium that is not only for appreciating the beauty of language but also a way to express certain messages to the listeners and the readers. The poem is a part of life aspects as the signs which are abridged by language, and research of life through signs to understand

social psychology and comprehensive psychology. Rauch (Hoxha, 2022) said that language and expression (verbally and in writing) always connect to linguistics and semiotics. Then, according to Piaget (DeVries, 1997) how readers analyze implied meanings in literature work by doing interpretation because language contains possibilities of interpretation which are aimed by the writer at a true reality or an imaginative one. The process of this interpretation according to Chomsky (Szabó, 2021) This process can be seen in two ways: by semantic (surface structure) to see the normative values and metaphoric (deep structure) that goes beyond literal values which are called signs processing.

The research and the analysis on semiotics become the attention which draw interesting attention to analyze how semiotics plays a role in shaping perception and interpretation for readers toward the text. Based on the previous research which was implemented by (Ramadhan et al., 2021) in the research entitled "Revealing Women's Suffering through Displacing Meaning in William Blake's Poem, (Sipahutar & Arianto, 2019) and (Kojongian, 2021) in his research entitled "An Analysis of Semiotic Riffaterre in Walt Whitman Selected Poem, and Fajirin, S.F. (2019) in his research entitled "*Semiotika Michael Camille Riffaterre Studi Analisis Alqur'an dalam surat Al-Baqarah Ayat* 223". The development of research about semiotics is still progressing by the era development and degenerated life principles which have minimum references to become inspiration and issues that can be analyzed. The findings of research conducted by (Dewi & A., 2023) regarding symbols related to myths in classic stories about heroes who explain the origins of natural events. The research findings show that films have a close relationship with myths. The main characters, including Alice, the Red Queen, and the White Queen, represent archetypal symbols of light and evil. Previous research did not explain the author's interpretation but focused on the content. This study aims to analyze the semiotic meaning of William Wordsworth's poetry. The research is focused on revealing more explanations about the interpretation of the poem. This research is expected to become one of the research contributions on literary work in developing people's awareness to be the inspiration upon individual life in the social environment in uncertain situations to interpret life indirectly through what can be obtained from poetry reading or literary work

This semiotic meaning is reviewed by Michael Riffaterre's super-reader theory which focuses on three main concepts, there are displacing, distorting, and creating meaning on how the three aspects form a perception upon interpretation done by the reader. By that method, this research is specifically formulated to (1) know which figurative languages appeared in "I Wandered Lonely as a Cloud" poem written by William Wordsworth, (2) know how the language plays its role in connotative meaning in "*I Wandered Lonely as a Cloud" poem by William Wordsworth* to shape semiotic meaning based on Michael Riffaterre's super reader theory which includes displacing, distorting, and creating meaning.

Heuristic reading is a process of first-step interpretation done by the reader which only focuses on the language structure of understanding the interpretation of the word (First Semiotic Approach) on the literal meanings and revision of dictions which are not common become common (Pradopo, 1995) Hermeneutic reading is the second step of reading on the interpretative meaning (semiotic) which is combined with the result meaning on the first reading to catch the ungrammatical points in a poem (Pradopo, 1995).

The super reader is a model of analysis on semiotic theory developed by Riffaterre which studies the understanding of the relation in the literature work through signs toward the literature work itself from the reader's point of view (heuristic and Hermeneutic approaches). The whole text in the literature is a sign, the approach used in the semiotic model (Riffaterre,

1978), this aims to understand and interpret a poem on what is called an unsustainability expression and ungrammatical aspect which presents another meaning, caused by three aspects including displacing of meaning, distorting of meaning, and creating of meaning.

Displacing meaning refers to the displacement of a sign from one meaning to another. According to (Riffaterre, 1978), "Displacing meaning happens when a sign shifts from one meaning to another, when one word 'stands for' another, as happens with metaphor and metonymy in the form of simile, personification, and synecdoche". In other words, figurative language changes meaning from something to another through the shifting of meaning that exists in William Wordsworth's poem. From this part, the researcher will explain the uses of figurative language which relate to what the writer analyzes as follows:

1.1 Metaphor

A metaphor is an analogy variation that compares two things, yet in a brief pattern (Keraf, 2009). (Kövecses & Benczes, 2010) In other words, there are similarities between the subject and the object which have similar attributes, and the writer uses that to compare something to another thing.

1.2 Personification

Personification is a figurative language that is shown toward an object, an animal, or an abstract term that is created by a human. According to (Keraf, 2009) and James (Paxson, 1994), "Personification is a kind of figurative language that describes non-life things or non-human object abstraction or ideas able to act like a human being. For example: "Wind tells her that I'm in love with her", the wind is considered as if it behaves like a human sending messages.

1.3 Simile

A simile is a direct comparison between things that have similarities. According to (Keraf, 2009) and (Sam & Catrinel, 2006), "simile is a comparison that has an explicit character. The character here means directly comparing a thing that is similar with another, indicated by the word, or phrase such as like, as, similar, resemble, or seems". Briefly, the simile is the comparison of words directly by using 'like' for example, your eyes are like stars", a pair of eyes which are compared by stars.

1.4 Synecdoche

Synecdoche is a figurative language that is considered as a part of something that can be considered as a whole. As it is defined by (Keraf, 2009) "synecdoche is used apart to signify the whole. Synecdoche is divided into two, those are pars pro tote, and totem pro parte. For example, Bandung was announced as the winner in the football game (Bandung presents as a football team) totem pro parte, and One feature on the computer is better than ten fingers to count something ~ pars pro toto (Blank & Koch, 1999).

Distorting meaning is quoted from Lesmana's statement (Riffaterre, 1978) theory which states that distorting is a text that has a sense of ambiguity, contradiction, and nonsense. Ambiguity means one word, one phrase, or even one sentence has multiple meanings. This usually happens because differences are created for interpretation in a context (intertextual) which causes a comparison. Contradiction is the use of irony, paradox, and antithesis. While nonsense is a word that does not have a certain meaning it can be meaningful when it has a role

in a poem.

Creating is a process of giving meaning to a matter which does not have a common meaning in a language. According to (Riffaterre, 1978), the distance of a text behaves as linguistic items as the signs on a stanza (symmetry, rhyme, or semantics).

This research is intended to analyze the semiotic meaning of a poem written by William Wordsworth, entitled "*I Wandered Lonely as a Cloud*". The poetry of the reference source is taken from the book The Wordsworths and the Daffodils, This poem describes the poet's encounter with a field of golden daffodils. The poem reflects upon the beauty of nature and the lasting impact such a simple scene can have on one's mood and thoughts. The vivid imagery and emotional resonance of the poem contribute to its enduring popularity as a representation of the Romantic movement's focus on nature, emotion, and the human connection to the natural world (Woof & Harley, 2002).

This research is expected to become one of the research contributions on literary work in developing people's awareness to be the inspiration upon individual life in the social environment in uncertain situations to interpret life indirectly through what can be obtained from poetry reading or literary work. Both of the previous research exposed the author's interpretation less, they focused on the contents instead. This semiotic research is expected to reveal more exposure to the self-belief of the writer on the nature interpretation of the poem he wrote.

2. Methodology

The research design is a framework that is focused by the researcher to make the general view of details on each research procedure which is started by the questions on research issues to obtain data that are going to be analyzed. In the poem analysis process, the method used by the researcher is qualitative descriptive. This approach is focused on accurate and systematic descriptions based on facts about certain objects. This approach is intended to obtain a clear understanding of the signs in a poem and the meanings from William Wordsworth's poem by using super reader semiotic theory to expose reflection upon the serenity that appears in the poem. The phenomena can be understood when readers read literary work by using the descriptive qualitative method, trying to obtain someone's expression, perception, and activity in the local context of a social phenomenon (Flick, 2014)

In other words, the phenomenon is an interpretation of meaning on serenity reflection which exists in "I Wandered Lonely as A Cloud" in forms of metaphor, metonym, simile, personification, and synecdoche by using the signs analysis of Riffaterre's super reader semiotics. By using this research design, the researcher aims to find facts described based on the super reader semiotic approach by Riffaterre as a critical approach in William Wordsworth's "*I Wandered Lonely as A Cloud*". The types and kinds of data from this research a text obtained from two main sources: primary data sources taken from a book of poem compilation, entitled '*The Wordsworth and The Daffodills*" (Woof & Harley, 2002). Secondary data sources from several references related to the poem "*The Wordsworth and The Daffodills".

To analyze the poem, the researcher used the method of collecting data. There are two types of data collection techniques: those are participatory and non-participatory. For this research, the research uses the non-participatory technique (Endang, 2009) and (Suryanti Galuh Pravitasari, n.d.).

- In the first procedure, the researcher collects the data source from the poem "*I Wandered Lonely as A Cloud*". The used technique is collecting all data from the first up to the

fourth or last stanza and supporting data from several journals, books, and other texts that support the topic of this research.

- Then, the researcher starts to do a poetry reading comprehensively (heuristic reading) thoroughly and slowly to catch the literal semantic meaning of each stanza. Then, the researcher starts to read the text on the aspects of semiotic meaning from the text (hermeneutic reading).

- In the next step, the researcher starts to take down notes and compose them properly. The researcher underlines each piece of data like symbols and signs in the poem "*I Wandered Lonely as a Cloud*" to create data that can be easily categorized from the whole existing data.

- The researcher separates some parts from each stanza which has semiotic meanings to be input on the table which are classified on the figurative language column and interpretation of semiotic meaning.

3. Result and Discussion

The researcher presents the results followed by the explanation of the findings used in Riffaterre's semiotic theory to analyze the types of *displacing meaning* such as metaphor, metonymy, personification, and synecdoche that found in William Wordsworth's poem *"I Wandered Lonely as a Cloud"*. The researcher explains the types of displacing meaning caused by metaphor, simile, and metonymy in the form of personification and synecdoche.

3.1. The Types of Displacing Meaning in the First Stanza

The table below explains each line from the first stanza about the analysis of the heuristic approach in the second column and the hermeneutic approach in the third column. The analysis reveals each interpretation based on Riffaterre's semiotic theory to reveal the solitude reflection from the author.

Table. 1 (Stanza 1)

Stanza #1	Heuristic Approach	Hermeneutic Approach
I wandered *lonely as a cloud* That floats on high o'er vales and hills, When all at once I saw a crowd, *A host, of golden daffodils*; Beside the lake, beneath the trees, *Fluttering and dancing in the breeze*.	I wandered lonely as a cloud That Flew around vales and hills. An owner of a big and luxurious palace. In the feeling of joy with ignorance as bliss.	The opening line is at the beginning of conveying the feeling of what the subject is experiencing. That subject feels as lonely as a cloud, float and pass the vales and the hills and see everything on top. In this Hermeneutic view research found modality of some moods. That the subject "I" is a representation that he is an outliner among others.

		Who flew and saw everything like a cloud and made an assumption that banalities are everywhere.

The researcher explains the types of displacing meaning caused by metaphor, simile, and metonymy in the form of personification and synecdoche in William Wordsworth's poem *"I Wandered Lonely as a Cloud"*.

3.1.1. Metaphor

I wandered lonely as a cloud
(Stanza 1, line 1)

This line "Lonely as a cloud" uses a metaphor when the sign "I wandered lonely as a cloud" reflects a statement that may refer to feeling alone. It also informs that. assertion shows loneliness like a cloud in the blue sky. It emphasizes the word interpretation of a cloud that stands alone and independent without any element on it. It is interpreted particularly as sovereign individuality which tries to observe reality in his point of view.

A metaphor to reveal the reflection of solitude in Lonely as a Cloud is a big picture of the mental image from the whole notion of the poem. The fragment of that clause mentions and informs the connection to loneliness, independence, and critical catharsis. This shows the suffering form of depression or anxiety.

A host, of golden daffodils
(Stanza 1, line 4)

This poem "A Host, of golden daffodils" uses a metaphor when it is the sign for something bigger than what it looks like because it represents the owner of the material things. It also informs implicitly and shows an extraordinary place. It strongly emphasizes the interpretation of the words of a host and golden daffodils to a person and his comfort zone. It particularly means wealth and justification for their poverty.

"A host, of golden daffodils" means the owner of the heritage buildings seems far more convenient with his material and luxurious things without exception. This shows the connection between superiority, wealth, and poverty. It represents the form of arrogance and fanatic privilege.

Fluttering and dancing in the breeze
(Stanza 1, line 6)

"Fluttering and dancing in the breeze" as a metaphor for joy in terms of ignorance is bliss that shapes the mental process as the act of behaviour to wealth and poverty. That fragment of "fluttering and dancing in the breeze" could be interpreted as carelessness. Fluttering and dancing in the breeze show us repetition that indicates some acts of ignorance and carelessness to society. That clause is connected to the interpretation of joy stability, the happiness of ignorance, and also banalities.

3.1.2. Personification

<u>*I wandered lonely as a cloud*</u>
(Stanza 1, line 1)

The personification of the cloud can be felt lonely and the cloud be seen as a man who has an adventurous life to seek the meaning of life or find his true identity by going through that moment. Then, loneliness confirms or represents loneliness that is usually felt by humans and the cloud demonstrates how the emptiness fills his life. Then, the word lonely could be interpreted as depression, stress, or confusion.

In the first stanza, this line is the personification of being lonely as a cloud that reveals depression, anxiety, and loneliness. By the implicit form, the cloud hides something obvious to the message. The 'cloud' is positioned as a body of soul that flies, and floats up high, which implicates the distance of two realities in the perspective of the author and the object of the author.

3.1.3. Simile

<u>*I wandered **lonely as a cloud***</u>
(Stanza 1, line 1)

A simile is a comparison between him (the subject) and the cloud that represents himself and a mental picture of the state of mind that confirms to emphasizes how his existence in the world is like a cloud. The cloud itself could be interpreted in a term that relates to a certain condition like ignored, abandoned, or not necessarily viewed regardless it has been there or not.

Simile to reveal the reflection of solitude, The simile in this Lonely as a Cloud reveals an explicit indication that his loneliness is similar to a cloud in the sky: alone, strong, and high. It represents information about independence, sovereignty, and wide and open-minded knowledge.

<u>*I wandered lonely as a cloud*</u>
(Stanza 1, line 1)

The simile in this Lonely as a Cloud reveals an explicit indication that his loneliness is similar to a cloud in the sky: alone, strong, and high. It represents information about independence, sovereignty, and wide and open-minded knowledge.

3.2. The Types of Displacing Meaning Second Stanza

The second table shows the analysis of the heuristic and hermeneutic approach in the second stanza. This focuses on the interpretation of displacing meaning of each connotative meaning from the lines of this poem.

Table 2. Stanza 2

Stanza #2	Heuristic's Approach	Hermeneutic Approach
Continuous as the stars that shine And twinkle on the Milky Way, They stretched in never-ending line Along the margin of a bay:	Continuous extend their faith in existence. They keep together hanging around to the faith.	The second line describes how the host with their confidence keeps dancing without worrying about anything. Even if the "I" try to tell something important.
Ten thousand saw me at a glance, Tossing their heads in sprightly dance.	Thousand times keep telling them the same attention to their paradigm of life itself.	Ignorance from the host is a sign that they aren't going to stop. Even day after day they are bigger than before. Even the "I" warned them.

3.2.1. Metaphor

They stretched in never-ending line Along the margin of a bay

(Stanza 2, line 3)

This line "They stretched in never-ending line Along the margin of the bay" uses a metaphor that indicates the banality of ignorance. It emphasizes how carefulness shows and grows day after day. That sentence means stupidity, common-sense fallacies, and normal manner to obey in what things that go popular.

A metaphor to reveal the reflection of solitude in stanza 2, line 3 This line "They stretched in never-ending line along the margin of the bay" uses a metaphor to state position or action about faith which reflects his sparkle that never breaks down. It also confirms people's ignorance which grows instead of being vanished.

3.2.2. Simile

Continuous as the stars that shine And twinkle on the Milky Way

(Stanza 2, line 1)

The simile in this clause informed a shape about their ignorance that is compared by two things between them and stars in the dark of night. This clause could be interpreted as stupidity, carelessness, and recklessness.

Simile to reveal the reflection of solitude, this sentence represents their daily basis of banalities regarded as a shine of stars that twinkle in the landscape of the sky, revealing how society has a distance between each other. This shows the reflection of solitude about the feeling of alienation.

3.2.3. Synecdoche

Ten thousand saw I at a glance, Tossing their heads in sprightly dance

(Stanza 2, line 3)

Synecdoche in this sentence represents all events that occurred. This has the same patterns that informed that how much they tried to be enlightened. They always ignored and disobeyed the message. That sentence could be interpreted as arrogance and resentment.

The reflection of solitude in this synecdoche informs the creation of a shape of events that often happen continuously. It also could be interpreted as a point of view of the culture itself that always seems similar to everyone in different regions and cultures. It represents all banalities in the age of the world. This shows the reflection of solitude in his mind.

3.3. The Types of Displacing Meaning in the Third Stanza

The third table explains the metaphors that describe the state of solitude from the author. The heuristic and hermeneutic reading analysis approach is explained in the second column and the hermeneutic approach is explained in the third column.

Table 3. Stanza 3

Stanza #3	Heuristic's Approach	Hermeneutic Approach
The waves beside them danced; but they Out-did the sparkling waves in glee: A poet could not but be gay, In such a jocund company: I gazed—and gazed—but little thought *What wealth the show to me had brought:*	The waves beside them haunted me. What moral values show to me worth to be brought.	The host's carelessness ignores the waves that surround them. Falling inside into the deep joy of a band. Even if one day catastrophes disaster comes, they just regard it as what it is to be. There are no values in its tragedy.

3.3.1. Metaphor
*What **wealth** the show to me **had brought***
(Stanza 3, line 4)

The word "wealth" and the phrase "had brought" use a metaphor when it is a sign that informs beyond its meaning itself but walks us to seek the significance of what wealth represents that indicates moral values and for a phrase that has brought to be interpreted as some required implementation in the form of deep contemplation to be integrated to the self-consciousness.

It is announced that the metaphor of the sign of thankfulness which guides that into awareness comes up to the consciousness of solitude. This is not as terrible as he thought before. That sentence emphasizes realization, actualization, and self-reconstruction.

Displacing Meaning to Reveal Reflection of Solitude, the use of metaphor in this sentence shows about "essence" of wealth, and "had brought" refers to collection. Wealth in this case could be interpreted as moral values or significances about the reflection on itself.

3.3.2. Personification

The waves beside them danced

(Stanza 3, line 1)

The personification of the waves beside them dancing can be thought of as a tribe or community that prepared to go into the war. Dancing represents how crowded and as catastrophic as that could be. Waves danced to demonstrate how the consequences would be turned as wild as possible. That word waves could be interpreted as a tragedy, disaster, or error circumstance.

In this clause, the use of personification refers to the word of the waves as a symbol of becoming a tragedy, disaster, or catastrophe. Waves sign the spectrum of boiling the heat of rebellion, negation, and deconstruction of the belief system itself. Dancing refers to how the nuance and spectrum of the upcoming tragedy itself would come, gradually as a unity of the new common sense.

3.4. Distorting and Creating Meaning in the Fourth Stanza

This table, explains the metaphors which describe the state of solitude from the author. The heuristic approach is explained in the second column and the hermeneutic approach is explained in the third column.

Table 4 Stanza 4

Stanza #4	Heuristic's Approach	Hermeneutic Approach
Often, when on my couch I lie In vacant or in a pensive mood, *They flash upon that inward eye* *Which is the bliss of solitude;* And then my heart with pleasure fills, And dances with the daffodils.	They light illuminate and guide us to new knowledge and acknowledgement.	The last line tells about the subject's retrospective thought about his gracefulness in being himself in solitude In the situation of the subject "I" got an insight reflection. It is a thought that appeared as fast as a light of lightning that loneliness is good for him. The subject "I" feels thankfully and filled with joy about it.

3.4.1 Metaphor

They flash upon that inward eye which is the bliss of solitude

(Stanza 4, line 2)

The line announced that the metaphor of the sign of thankfulness which guides that into awareness comes up to the consciousness of solitude. This is not as terrible as he thought before. That sentence emphasizes realization, actualization, and self-reconstruction.

3.5 Distorting and creating meaning to reveal the reflection of solitude

Distorting meaning is a process that involves many aspects of the superreader which focuses on the semiotic side based on paradigm and intertextuality or inference on pragmatics.

3.5.1 Distorting in The First Stanza

I wandered lonely as a cloud
That floats on high o'er vales and hills (contradiction and nonsense),
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze (nonsense).

The first is a view of how one is in creation as a distinction or distance from society that reflects how far it is from reality. The second line refers to the view of floating in the valley and high hills which signifies the space to search for the meaning of this life. The third line describes the state of loneliness that the poet feels. It signifies bouncing and floating amidst the quiet uncertainty surrounding the luxury and stability symbolized in the fourth line.

The ambiguity is revealed from the second line Some things that are often considered as beautiful as scenery, can be something that is not beautiful in perception. This happens because crowds do not always bring joy.

3.5.2 Distorting in The Second Stanza

Continuous as the stars that shine
And twinkle on the milky way (ambiguity),
They stretched in never-ending line
Along the margin of a bay (nonsense):
Ten thousand saw me at a glance,
Tossing their heads in sprightly dance (contradiction).

In this stanza, it tells about how the subject "I" feels disgusting of their habits, to their ignorance of what will come; tragedy; catastrophe, etc In this stanza the author reveals how stagnancy of banalities could be as an array or sequence of transferring culture value of thought to that age.

Tossing their heads means bending reality that thought could be as hard as a stone to their heads. To make them realize and wake up to what happened realistically in our society. The line that informs tossing their heads in sprightly dance is a metaphor to convey inference or intertextual meaning.

3.5.3. Distorting Stanza 3

The waves beside them danced (nonsense)*; but they*
Out-did the sparkling waves in glee (nonsense)*:*
A poet could not but be gay (ambiguity)*,*
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought (contradiction):

It means creating meaning about all negations, all sceptical thoughts, and all denial from a mass are not problems for people who lived greedily in the romantic era. Even for a poet, it

will be an object for his masterpiece of work. But the subject "I" deconstructed reality by questioning moral values in wealth showing that worth to take it. None. Waves danced is not a tribe of humans that does an adequate movement. It is a symbol of how negation and sceptical thought could provoke or shake the ages of aristocracy banalities and privilege.

3.5.4. **Distorting Stanza 4**

> *Often, when on my couch I lie*
> *In a vacant or pensive mood* (ambiguity)*,*
> *They flash upon that inward eye*
> *Which is the bliss of solitude* (contradiction and nonsense)*;*
> *And then my heart with pleasure fills* (contradiction)*,*
> *And dances with the daffodils* (nonsense)*.*

The subject "I" distorts the meaning of being relaxed and calm which usually represents not thinking anything about the situation rather than deeply thinking about something. He thought about all this life that he had been living. Reflecting on his solitude as thankfulness to his common sense to make up a realization.

At the end of the poem the "subject" being as ignorant as the crowd of a host of golden daffodils, he became the same as they were. He became deeply obedient to the situation and just lived for a moment in "daffodils"; his thoughts and his gratefulness for the bliss of solitude as a gift to his critical mind.

The ambiguity is revealed in the second line. The word "vacant" is contrasted with "pensive" which describes the author's mood at the same time. "Vacant" which indicates emptiness in thought happens to be at the same time as 'pensive mood' which shows contemplation.

The fourth line expresses the condition of loneliness which is contradictive with the last line that shows the author feels lively being accompanied by the daffodils. The fourth line at the same time illogical or nonsense because the daffodils are assumed to have an inward eye by the author.

3.6. Statistical

The Displacing, distorting, and creating meaning data calculation results are presented in Table 5 below.

Table 5. Displacing, Distorting, and Creating Meaning Data

Displacing Meaning Data			Distorting Meaning Data			Creating Meaning Data		
Displacing Meaning/ Figurative Language	N	%	Distorting Meaning /Stylistic	N	%	Recreate Meaning	N	%
Metaphor	9	75%	Ambiguity	7	45%	Stanza #1 (Semantical, Pragmatical, Int textual)	6	60%
Personification	3	15%	Contradiction	6	35%	Stanza #2 (Semantical,	5	15%

Displacing Meaning Data			Distorting Meaning Data			Creating Meaning Data		
Displacing Meaning/ Figurative Language	N	%	Distorting Meaning /Stylistic	N	%	Recreate Meaning	N	%
Simile	2	2%	Nonsense	0	20%	Stanza #3 (Semantical, Pragmatical, Intertextual)	5	15%
Metonymy	5	7%				Stanza #4 (Semantical, Pragmatical, Intertextual)	4	10%
Synecdoche	1	1%						

Statistically, displacing figurative language shows 9 metaphors 75%, 3 personifications 15%, 5 items of metonymy 7%, simile 2, and one synecdoche. Distorting Meaning /Stylistic to result analytic shows 7 ambiguities 45%, 6 contradictions 35%, and Nonsense 20%.

4. Conclusions

First, the researcher found the types of *distortion meaning* that conduct ambiguity, contradiction, and nonsense. The displacing meaning of semiotic Super Reader reveals figurative language such as metaphor, personification, simile, metonymy, and synecdoche. The figurative language of metaphor has more dominance in this poem that relates to distorting meaning that some phrases or clauses have ambiguity, contradiction, and nonsense. Then, it leads to recreating the meaning of what happens in this poem. That emphasizes the state of loneliness in the form of reflection.

Second, the researcher found the *recreated meaning* to convey semiotic signs that seem proper to interpret with Riffaterre's semiotic theory for *super readers*. The figurative language revealed by the displacing and distorted meaning shows how the reflection of solitude is described as well as his view on the sound of crowded society in the romantic age. Then it distorts meaning in ambiguity, contradiction, and nonsense and creates meaning to reveal solitude reflection in the form of observation and thought contemplation. The total of findings is 64 data.

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