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EDITORIAL TEAMS

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU*: Surakarta English and Literature Journal Volume 7 Number 2 is finally published online. In the tenth edition, we present eighth articles which consist of a linguistic article, four language articles, and three literature articles. The compositions of writers are four people from UIN Raden Mas Said Surakarta, three people from Universitas Lambung Mangkurat, a person from Pamulang University, two persons from STMIK Sinar Nusantara Surakarta and a person from University of Nahdhatul Ulama Surakarta, three people from Universitas Nahdlatul Ulama Purwokerto and six people from Universitas Stikubank.

A linguistic article entitled *Code Switching on "Catch Me Up!": A New Style of News Writing?* by Wildi Adila, Afika Hany Amalia, Lina Nur Aini, Sari Murni, Imaduddin Hanif. Four language articles entitled *The Use of YouTube to Enhance Learners' English Listening Skills* by Nurul Khairat, Abdul Muth'im, Nasrullah Nasrullah; *Introverted Students'Perceptions of the Yoodli AI in Public Speaking Course* by Rossy Halimatun Rosyidah; *Project-based English Learning to Increase Student's Motivation and Learning Achievement* by Suryanti Galuh Pravitasari, Teguh Susyanto, Agus Dimyati Masykur; *Implementation and Teachers' and Students' Perceptions Toward English Program at Darunnajat Islamic Modern Boarding School* by Izzan Kariman, M. Happy Nur Tsani and Yasinta Wulandari. Three literature articles entitled *Gender Inequality Experienced by Jo March in the Film "Little Women (2019)"* by Feby Angelia, Agnes Widyaningrum; *Efferent Reader Response Study on Adrian Lyne's Lolita Movie* by Yolanda Tesalonika Danta, Agnes Widyaningrum; *Hidden Desires and Social Norms in 'Young Goodman Brown': A Psychoanalytic Analysis* by Salsabila Rizqi Sanina Amisar, Teguh Kasprabowo.

The writers are Wildi Adila, Afika Hany Amalia, Lina Nur Aini, Sari Murni, Imaduddin Hanif from UIN Raden Mas Said Surakarta; Nurul Khairat, Abdul Muth'im, Nasrullah Nasrullah from Universitas Lambung Mangkurat; Rossy Halimatun Rosyidah from Pamulang University; Suryanti Galuh Pravitasari, Teguh Susyanto from STMIK Sinar Nusantara Surakarta and Agus Dimyati Masykur from University of Nahdhatul Ulama Surakarta; Izzan Kariman, M. Happy Nur Tsani and Yasinta Wulandari from Universitas Nahdlatul Ulama Purwokerto; Feby Angelia, Agnes Widyaningrum from Universitas Stikubank; Yolanda Tesalonika Danta and Agnes Widyaningrum from Universitas Stikubank; Salsabila Rizqi Sanina Amisar, Teguh Kasprabowo from Universitas Stikubank.

Thus, hopefully, the publication of the TENTH 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.

Surakarta, August 2024

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Gender Inequality Experienced by Jo March in the Film "Little Women (2019)"

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ABSTRACT

This research investigated the forms of gender discrimination experienced by the female character Jo March in the film "Little Women (2019)" and Jo's efforts against the discrimination in her societal life during the post-Civil War era in America. The study is conducted through a contextual approach and utilizes Simone de Beauvoir's feminist study approach. This research identifies the forms of discrimination experienced by the character Jo March in aspects of work, life, and family. Additionally, the research also reveals the forms of resistance carried out by Jo March in confronting gender discrimination including (1) continuing her work; (2) rejecting gender conventions; (3) pursuing independence in education and financial matters; and (4) advocating for women's rights. This research provides insights into the gender inequality faced by women in America at that time. The findings are expected to inspire women to further advocate for their rights and not give up in the face of the discrimination they experience. This study contributes to the field of gender studies by highlighting the pervasive impact of patriarchal norms on gender discrimination, thereby inspiring women to advocate for their rights and fostering a deeper understanding of gender equality. Additionally, it offers valuable insights for future research, encouraging a broader exploration of feminist issues and the diverse cultural contexts affecting women's roles and autonomy.

Keywords: *feminism, gender discrimination, gender inequality, women's right*

1. Introduction

Gender is a concept that includes differences in roles, attributes, traits, attitudes, and behaviors that grow and develop in society. This includes productive roles related to work and economic contributions, reproductive roles related to biological functions in reproduction, as well as social roles that involve interactions and relationships in society. David (2015) argued that the feminist movement was aimed at improving women's lives by promoting gender and social equality, becoming a political, educational, and pedagogical effort. Although feminism has significantly impacted women's lives and knowledge creation, it has not yet broadly influenced gender and sexual relations. In his overview, David emphasizes that the purpose of feminism is to enhance women's lives, particularly by achieving gender equality between women and men. Meanwhile, according to Maroto et al. (2019), gender discrimination is unequal or disadvantageous treatment of an individual or group of individuals based on gender.

Feminism is the belief in full social, economic, and political equality for women(Britannica,

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2023). According to De Beauvoir, feminism means treating women and men equally, allowing women to live freely and make their own choices about the future without being pushed or guided by others. In simpler terms, De Beauvoir encourages women to pursue their desires, be intellectual, and reject being shaped by others. Women are even free to say no to societal rules, values, and norms that limit them.

In "The Second Sex," Simone de Beauvoir explores the concept of feminism, which is the belief in and advocacy for equal rights and opportunities for women. De Beauvoir is considered a foundational figure in feminist philosophy, and her work delves into the ways women have historically been oppressed and treated as the "other" in society.

In her book, de Beauvoir emphasizes the importance of women being independent and deserving of it. Independent women enjoy certain advantages. They stand out not just physically but in their mindset and attitude, captivating men. These women are not overly reliant on men, as de Beauvoir aims for women to be self-sufficient and fulfilled. In relationships, women should perceive themselves as complete individuals ready to share their lives. They are inclined to reject those who seek completion through them. Gender rights should be equal, challenging the notion that men inherently have more rights.

Independent women can take care of themselves, handling situations without burdening men. Not only are they self-sufficient emotionally, but they are also financially independent, not relying on others for their finances. De Beauvoir's theory advocates for women's right to be financially self-reliant. It encourages women to use their own earnings to buy what they desire, fostering independence and equality in relationships.

Simone de Beauvoir's book "The Second Sex" explores the role of women in society, particularly focusing on the concept of "The Married Woman." The traditional path society offers women is marriage, and many women today are or aspire to be married. Marriage involves a solemn vow between a man and a woman, and once married, they are bound by rules that govern their relationship. De Beauvoir observes how, in a patriarchal culture, domestic life is controlled by the male lineage, determining a woman's destiny (Beauvoir, 1949).

In this culture, an unmarried woman's fate lies in her father's hands, and once married, it shifts to her husband. According to Asri (2018), culture is used to control the social roles of women and men. Within the patriarchal framework, a wife is expected to serve her husband, follow his orders, and accompany him in all situations. The dynamics are said to resemble those of a master and slave, with wives being treated arbitrarily and their freedom of movement is limited. In this societal structure, the wife is viewed as the property of her husband and children, working for their benefit rather than for herself. According to Widiyantari et al. (2017), the cultures of the source language can be seen in several forms. For example, the names of the characters and events that happened in that story.

In real life, many tasks and roles can be performed by both men and women, with a few exceptions like giving birth. However, misunderstandings about gender roles are often caused by societal stereotypes, which link certain tasks and qualities to specific genders. This gender bias can result in unfair treatment of women and broader negative effects on society. When women are left behind or treated unequally, equal partnership with men becomes challenging, leading to an imbalanced relationship. Harmful consequences can result from such inequality. To address this issue, "harmony in difference" should be aimed at, where diverse abilities and contributions are recognized and valued equally, promoting fairness and balance. (Rahminawati, 2001)

Literature can be defined as a piece of written work with artistic merits created by the author Arafah et al. (2021). Literary works, regardless of genre, include many useful lessons and are dependable sources of information about people's lives and values in society (Arafah et al., 2020). According to Rahayu (2015), "Literature is one of the elements of culture used to express human thoughts and ideas." Literature encompasses various genres to convey human thoughts and ideas,

including prose, drama, poetry, essays, fiction, and non-fiction. Non-fiction refers to literature based on reality, without fabrication. Goga et al. (2021) stated that "Nonfiction is typically fact-based or fact-oriented." Examples of non-fiction literature include textbooks, journals, and reports. Fiction, on the other hand, is literature based on the author's imagination, not on factual events. Its purpose is to entertain the audience. Examples of fiction literature include fables, legends, comics, and fairy tales. Additionally, fiction can also be expressed in different forms, such as movies.

According to Brittanica (2023), a film also called a movie or a motion picture, is a series of still photographs on film projected onto a screen using light in rapid succession. In the movie "Little Women (2019)" Jo March experiences gender inequality in several ways. One clear example is when Jo tries to sell her stories to publishers. Despite her talent and hard work, the publishers often dismiss her work simply because she is a woman. They suggest that women's writing is not as valuable or interesting as men's writing. This shows how society and the male-dominated publishing industry do not take her seriously as a writer just because she is female.

Another example is when Jo decides to live independently and pursue her career rather than get married. Many people, including some men in her life, judge her harshly for this choice. They believe that a woman's primary role should be to get married and take care of a family, not to have a career or personal ambitions. This judgment highlights the societal belief that women should conform to traditional roles and not seek personal or professional fulfillment outside of marriage. This gender discrimination can occur because of gender stereotypes that exist in society. According to Brower (2017), "Gender stereotypes are assumptions, both positive and negative, regarding how a particular gender should act and think." He asserts that these stereotypes reflect the opinions, whether good or bad, held by both men and women about certain behaviors and thoughts associated with gender. However, according to Dinella & Martin (2001), "beliefs about the traits of men and women are known as gender stereotypes." Different meanings are attributed to stereotypes across various cultures and eras. These expectations are often connected to the roles played by men and women in society. It can be concluded that the roles of women are affected by gender stereotypes. Over time, stereotypes about women that permeate our environment have come to be associated with more and more roles for them. These examples show the gender inequality Jo faces because she is a female and a writer, with society and men giving negative judgments toward her decisions. Inequality between women and men is not just a thing of the past; it persists today. Yarrow & Afkar (2020) stated that, even though girls outperform boys in school, women work less, earn less, and are promoted less. Women continue to be under-represented in leadership roles in both schools and government.

Many films address the theme of gender inequality, particularly discrimination against women, as a means to advocate for women's rights and voices. One portrayal of this struggle can be found in the film Little Women (2019) which tells the story of the character Jo March. The film is adapted from the novel of the same name by Louisa May Alcott, depicting Louise's pursuit of her dreams as a female novelist in America.

In this film, the female characters are portrayed as individuals with personal desires and aspirations, striving to overcome social limitations that restrict their opportunities. The main character, Jo March, challenges social conventions that dictate women should solely focus on marriage and family. She values her freedom, has a passion for writing, and fights to be accepted as a professional writer in a world dominated by men. By linking this film to feminist theory, we can observe how the female characters in the film confront social conventions, pursue their dreams and aspirations, and fight for equality and freedom in their lives.

This study examined different parts of women's struggles in "Little Women" and related works from various perspectives. The first research by Sutrisno et al. (2023) focused on the challenges faced by Jo March in the 2019 film, emphasizing her efforts to pursue her dreams despite societal expectations.

They used a feminist approach to identify how Jo struggles against traditional gender roles and societal norms. This research highlighted the broader issues of gender inequality faced by women during that period.

The second one, Asriyanti et al. (2022) explored the theme of women's dependence on men in "Little Women," particularly through the lens of the Cinderella Complex. Their study showed how this complex affects the thoughts and behaviors of the characters, both consciously and unconsciously. By examining how women are portrayed as reliant on men for their happiness and success, this research sheds light on the deep-rooted gender stereotypes prevalent in the story.

Third, Setyabudi & Laili (2022) investigated the social conflicts in "Little Women" using a sociological approach. They identified types of realistic conflicts, such as hostile feelings and behaviors, and explored the positive functions of these conflicts in the narrative. This study provided insights into how social conflicts contribute to character development and the overall storyline.

Fourth, Jannah (2018) analyzed the personalities of the main characters in "Little Women" using the Big Five personality traits. This study revealed the diverse traits exhibited by each character, such as conscientiousness and agreeableness, and how these traits influence their actions and decisions. By understanding the characters' personalities, this research offered a deeper understanding of their motivations and struggles.

Fifth, Septiana (2020) focused on Jo March's depiction of liberal feminism in the 2019 film. The research highlighted how Jo challenges traditional women's stereotypes and fights for her own identity and independence. This study emphasized Jo's role as a feminist icon who rejects societal expectations and proves that women can succeed without conforming to traditional gender roles.

Sixth, Wardana & Ulya (2021) discussed the image of women in the poem "Dongeng Marsinah" by Sapardi Djoko Damono, using a feminist approach. They explored how the poem responds to contemporary social issues and represents women as resilient and strong. This research aimed to address the treatment of women in society and advocate for their rights through literary analysis.

The last one, Panuntun & Chusna (2021) examined patriarchal culture in the film "Hidden Figures," focusing on how it affects the female characters. They identified various aspects of patriarchy, such as characters, settings, plotting, and conflict, and showed how these elements reflect gender-based power structures.

This study provides a comprehensive analysis of how patriarchal culture impacts women in different contexts and uses some previous studies that have similarities to the object of analysis, to support the researcher in analyzing the movie.

The research findings and approaches from various studies have been synthesized to offer a comprehensive comparison. The primary focus of this study, which explores gender discrimination encountered by Jo March and her responses to it, was compared with previous studies that delve into related themes. These include studies on women's struggles, dependence on men, social conflict, personalities of main characters, liberal feminism, the portrayal of women in poetry, and patriarchal culture in films like "Hidden Figures."

The methodological approaches of these studies were also contrasted. This study employed a contextual and feminist approach inspired by Simone de Beauvoir, while other studies utilized feminist approaches, descriptive qualitative methods, and sociological perspectives. These diverse approaches underscore the different lenses through which gender-related themes have been examined.

When comparing data sources, the current study and several others primarily drew upon "Little Women" (2019), though some studies also incorporated additional sources such as journal articles, film scripts, and other literary works like the poem "Dongeng Marsinah" and the movie "Hidden Figures." This indicates a shared reliance on similar literary sources while also showing variations in supplementary materials used.

The forms of discrimination and conflict analyzed across the studies varied significantly. While this study focused on the intersection of work, life, and family, others explored gender stereotypes, dependence on men, realistic conflicts, gender limitations, and various psychological and societal representations of women. This comparison highlights the wide array of gender-related challenges depicted in literature and film.

In terms of resistance actions, the current research emphasized Jo March's efforts to continue her work, reject gender conventions, and advocate for women's rights. Other studies highlighted actions such as pursuing dreams, engaging in women's movements, overcoming social conflicts, and reflecting on women's positions in patriarchal societies. These actions represent different forms of resistance against gender-based oppression.

The focus on main characters also varied, with this study centering on Jo March, while others explored a broader range of characters, including Meg and Jo, multiple characters, and general representations of women. This comparison shows that while Jo March is a prominent figure, other characters and their experiences have also been crucial in exploring gender themes.

Finally, the outcomes and implications of these studies were compared. The current research aims to inspire women to advocate for their rights, while other studies focus on highlighting women's struggles, examining dependence on men, analyzing personality traits, showcasing liberal feminism, and advocating against violence and patriarchy. These varying outcomes reflect the diverse impacts of gender-focused research on societal understanding and empowerment.

Despite the extensive research on "Little Women" and related themes, previous studies have not fully explored the specific forms of gender discrimination faced by Jo March in the 2019 film adaptation using Simone de Beauvoir's feminist theory. There is a need for a more focused analysis of the various types of discrimination Jo encounters as a female writer and how societal and male judgments impact her decisions and actions.

Furthermore, previous studies have not thoroughly examined the strategies Jo employs to combat these forms of discrimination. While some research has mentioned Jo's rejection of traditional gender roles and her pursuit of independence, there has been little detailed exploration of her specific resistance tactics, such as continuing her work, seeking financial and educational independence, and advocating for women's rights. This gap leaves room for a deeper understanding of how Jo actively fights against the limitations imposed on her by society.

Additionally, there is a potential for exploring the broader implications of Jo's experiences and resistance for contemporary women. Previous research has primarily focused on the historical and literary aspects of "Little Women," but there is an opportunity to draw connections between Jo's struggles and the ongoing fight for gender equality today. By examining how Jo's actions can inspire and inform modern feminist movements, valuable insights into the relevance of her story in today's context can be provided.

Many studies have examined the depiction of women's struggles in "Little Women" from various angles. This study brings a fresh perspective by focusing on the specific forms of gender discrimination faced by Jo March in the 2019 film "Little Women" through Simone de Beauvoir's feminist lens. This research examines how Jo experiences discrimination in her work, personal life, and family, and highlights her efforts to combat these challenges by continuing her work, rejecting traditional gender roles, seeking independence, and advocating for women's rights. This study provides a detailed analysis of Jo March's experiences and her resistance to discrimination, aiming to inspire contemporary women to advocate for their rights. Based on those statements, this research aims to analyze the forms of gender inequality and how the characters in the film "Little Women" (2019) confront gender inequality.

2. Methodology

In this study, the movie "Little Women (2019)" is analyzed using a contextual approach. The

contextual approach examines a work not simply as an independent piece of art but concerning its broader social, cultural, and historical contexts. By situating the movie within these contexts, a deeper understanding of its meanings and the societal issues it addresses can be gained

The main framework used in this research is based on the feminist ideas of Simone de Beauvoir, particularly from her book "The Second Sex". De Beauvoir's work scrutinizes the status of women in society, elucidating how women are often treated as objects, dependent on men's views. She advocates for gender equality and challenges traditional roles and stereotypes that confine women. De Beauvoir emphasizes that women should seek independence and control over their own lives, a crucial perspective for analyzing the characters in the movie "Little Women (2019)".

The goal of this research is to identify the forms of discrimination and gender inequality experienced by the female characters in "Little Women (2019)" and to understand how these characters confront these challenges. The methodology includes the following steps:

1. Data Collection, was conducted through watching the movie several times and reading the "Little Women (2019)" movie script carefully. This thorough review aided in understanding the story, dialogues, and character interactions.

2. Data Identification, carried out by identifying scenes, dialogues, and actions of the characters that illustrate gender discrimination and inequality. This step focused on pinpointing specific parts of the movie that address these issues.

3. Data Analysis, in which the identified scenes and dialogues were analyzed using Beauvoir's theory. This step included examining how the characters' experiences and actions reflect de Beauvoir's ideas about women's oppression and their fight for independence.

4. Data Interpretation which the analyzed data were interpreted through Beauvoir's theory. This step highlights how the movie depicts the characters' efforts to overcome societal limitations and pursue their dreams.

In this study, all the data collected are classified as both sample and population. This is because the study belongs to literary analysis and aims to find gender inequality within the entirety of the film's content. There is no separate sample; instead, the entire body of collected data serves as the focus of the analysis. By using this methodology, the study ensures a thorough and detailed analysis of the film "Little Women (2019)". The contextual approach helps in understanding the film's connection to real-world issues, while de Beauvoir's feminist theory provides a strong foundation for examining gender inequality and the characters' struggles. This approach allows readers to critically evaluate the study's findings, offering insights into the film's portrayal of women's roles and the importance of feminist ideas.

3. Result and Discussion
3.1 Result

In these findings, the data related to the forms of discrimination and how gender inequality is confronted by Jo March in the film "Little Women (2019)" will be revealed and described as analysis results.

3.1.1 The forms of discrimination against Jo March in the film Little Women (2019)

"Little Women" is set in post-Civil War America, showing a time when traditional elements of everyday life persist. During this era, women mostly did not have equal opportunities in education or work due to the patriarchal nature of society at that time.

3.1.1.1 Discrimination Against Female Writers in the Publishing Industry

At the beginning of the movie, Jo March wants to enter a room to submit her writing to a publisher. When she submits her own story, she does not admit that it is hers and says it belongs to her friend. The citation is presented below:

> Jo : Excuse me (Clearing her throat)
> Mr,Dashwood (the oldest, smokiest gentleman) looks at   her.
> Jo : I was looking for the Weekly Volcano office... I wished to see
> Mr. Dashwood?
> Mr. Dashwood stares silently.
> Jo : **A friend of mine desired me to offer a story, by her, she wrote
> it – she'd be glad to write more if this suits.**
> He stands and extends his rough, large hand. She gives him the
> manuscript.
> (Page 1)
>
> Mr. Dashwood : **What name would she like put to the story?**
> Jo : Oh, yes – **none at all if you please.**
> Mr. Dashwood : Just as she likes, of course.
> (Page 3)

Figure 1. Dialogue between Jo March and Mr. Dashwood

The statement shows that there is fear of discrimination if she admits that the work is hers. She might not be accepted or paid for her writing because, during that time, it was uncommon for a woman to engage in writing. The other citation is when Jo asks if Mr. Dashwood might take another story of her if she makes it better than before.

> Jo : Should I tell my, my friend that you'll take another
> if she had another than this?
> Mr. Dashwood : We'll look at it. Tell her to make it short
> and spicy. And **if the maincharacter's a girl make sure
> she's married by the end (casually) or dead, either way.**
> (Page 3)

Figure 2. Dialogue between Jo March and Mr.Dashwood

In the citation above, Mr. Dashwood made it clear: he said that if the main character is a girl, she needs to make sure the characters are either married or dead by the end. He prefers a short story where the girl ends up married or dies. This quote indicates a bias toward portraying women as married in stories. Mr.Dashwood, representing patriarchal views, opposes the writer's desire for a different narrative. He wants stories that bring happiness, but only from his perspective.

In reality, women have the freedom to choose their paths. Gender should not dictate how women live their lives. Even if Jo wishes to publish her story as she likes, societal norms may restrict her. She might fear that people will not accept her unconventional story.

3.1.1.2   Discouragement by the male publisher

The character Jo March, at the end of the story, finally dares to publish her own story and admits that the story belongs to her. However, the story she presents features a female protagonist, and the ending

Jo March creates is against the societal norms of that era, leading to discrimination from Mr. Dashwood. The citation is given below:

> *Jo sits where she originally sat across from Dashwood, but now she is more grown up, more together, more herself-*
> *Mr. Dashwood : frankly, I don't see why whe didn't marry the neighbor*
> *Jo : because the neighbor married her sister!*
> *Mr.Dashwood : right, of course. **So who does she marry?***
> *Jo : no one, **she doesn't marry either of them**.*
> *Mr. Dashwood : no, no, no, **no that won't work at all***
> *Jo : she says the whole book that she doesn't want to marry.*
> *Mr. Dashwood : **WHO CARES! Girls want to see women MARRIED. Not CONSISTENT.***
> *Jo : it isn't the right ending.*
> *Mr.Dashwood : **the right ending is the one that sells.***
> *Jo thinks. Dashwood pounces.*
> *Mr.Dashwood : **if you end your delightful book with your heroine a spinster, no one will buy it. It wont be worth printing.***
> *Jo shifts. She considers.*
> *Jo : **I suppose marriage has always been an economic proposition. Even in fiction***
> *Mr.Dashwood : it's romance!*
> *Jo : it's mercenary.*
> *Mr.Dashwood : just end it that way, will you?*
> *Jo : fine.*
> *(Page 120-121)*

Figure 3. Dialogue between Jo March and Mr.Dashwood

Mr. Dashwood believes that a happy ending for the main female character is essential in that era. He thinks the most popular stories are about ordinary men and women getting married. He expresses this viewpoint in the quote, "If you end your delightful book with your heroine a spinster, no one will buy it. It won't be worth printing."

This situation highlights Jo's limitations in expressing her ideas because her stories challenge societal morals and traditional views on women. The stories she writes deviate from the norms of that time, creating obstacles due to gender inequality. Jo's creativity faces hindrance, especially since the main character in her upcoming story remains unmarried at the end.

3.1.1.3 Marriage as an Obligation for Women

The character Jo March in the story has a friend named Laurie. They used to play together with her other sisters. However, after Meg March gets married, Laurie tries to confess his feelings to Jo, thinking that Jo also loves him. However it turns out that Jo does not have romantic feelings for Laurie,

and she does not want to get married. The citation is given below:

Jo : You'll find some lovely accomplished girl, who will adore you, and make a fine mistress for your fine house. I wouldn't. I'm homely and awkward and odd and you'd be ashamed of me and we could quarrel – we can't help it even now! – I'd hate elegant society and you'd hate my scribbling and we would be unhappy and wish we hadn't done it and everything will be horrid.

Laurie : anything more?

Jo : Nothing more – except that... (honest) **I don't believe I will every marry. I'm happy as I am, and love my liberty too well to be in any hurry to give it up.**

Laurie : You will care for somebody, and you'll love him tremendously, and live and die for him. **I know you will, it's your way, and you will and I'll watch.**

Jo : Teddy

He straightens up and walks away. Jo cries and cries. Her heart is breaking, even though she is the one who broke it.

(Page 98)

Figure 4. Dialogue between Jo March and Laurie

In that statement, Jo explains that she does not love Laurie and is sure their relationship will not work because they are not a good match. Jo said Laurie deserves a better woman than her, and she also mentioned she will not get married because she values her freedom and does not want to let go of it. However, Laurie discriminates against Jo by saying she will surely love someone, be willing to die for her future husband, and eventually get married as if it is something every woman must do.

3.1.1.4   Family Rejection

The main character, Jo March, faces discrimination not only from culture and society in the movie but also from her own family. She does not receive support to become a writer, and there is pressure for her, as a woman, to get married.

In the movie, Jo has a job reading books to her aunt to earn money. Then, Aunt March and Jo argue about how a woman can only make money by marrying a wealthy man. The citation is given below:

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Aunt March : You mind yourself, dearie, one day you'll need me and you'll wish you had behaved better (examining her)

Jo : Thank you, aunt march, for your employement and many kindnesses, but I intend to make my own way in the world. (carefully)

Aunt march : **No one makes their own way, not really, least of all a woman. You'll need to marry well.**

Jo : You are not married, aunt march.

Aunt march : Because I was rich and madesure to keep my money.

Jo : **So the only way to be anmarried woman is to be rich.**

Aunt march : Yes

Jo : **But there are precious few ways for women to make money**.

Aunt march : **That's not true. You could run a cat house, or go on the stage. Practivally the samething.**

Jo : (says nothing)

(Page 38)

Figure 5. Dialogue between Jo March and Aunt March

The citation shows that Jo faces discrimination from Aunt March regarding how a woman should live. Aunt March believes Jo will not be able to do and earn a lot of money on her own. According to Aunt March, a woman must get married to have money. She believes that making her way, especially as a woman, is challenging, and marrying well is crucial for a better life. Aunt March thinks that unmarried women might face criticism and be labeled as strange. Society tends to believe that women can not be happy or successful unless they are married.

In Jo's everyday life, she experiences the expectation that women must marry to have a better life. It seems like marrying is seen as a necessity for women. The belief is that women do not have any other options but to marry and manage the household. Even though there are numerous ways for women to improve their lives beyond marriage, this ingrained expectation restricts women's opportunities.

3.1.2 Jo March's actions to overcome the discrimination in the film "Little Women (2019)"

The main female character in the movie faces gender inequality because of societal norms at that time. These norms make it difficult for women to have the same rights and opportunities as men in all aspects of life.

3.1.2.1   Perseverance as a Female Writer

Jo March dreams of becoming a writer and pursuing her literary career. Even though during her time, it was not common for women to have writing careers, Jo remains determined to chase her dream. She writes stories and articles for magazines, even facing challenges and criticism from those around her. The citation is given below:

An intense moment between them. Her book hangs in the balance. She leans forward, resolute.

Jo : **You keep your $500, and I'll keep the copyright, thank you. Also, I want ten percent of royalties.**

Mr. Dashwood : *five point five percent and that is very generous.*

Jo : *nine percent.*

Mr. Dashwood : *six percent – and that's it.*

Jo : *if I'm going to sell my heroine into marriage for money, I might aswell get some of it.*

Mr. Dashwood : *six point six percent*

Jo : *Done*

Mr. Dashwood : **and you don't need to decide about the copyright now.**

Jo : **I've decided. I want to own my ownbook.**

(Page 120-121)

Figure 6. Dialogue between Jo March and Mr.Dashwood

The dialogue is the part at the end of the story where Jo March continues pursuing her dream as a writer. She creates a new book that tells the story of her and her sisters' struggles and happiness throughout their lives. This story catches Mr. Dashwood's attention, and finally, Jo March bravely admits that the work is hers and does not hide it. This shows how Jo fights against the discrimination she faces as a writer. She does not give up and remains determined to prove that a woman can do a job just like a man. Eventually, her abilities are acknowledged by everyone.

3.1.2.2   Rejecting Gender Conventions

Jo refuses the traditional rules that set women's roles in her time. She does not want to be tied down by society's expectations for women, like getting married and having a family. Her choice to stay single and live independently is her way of rebelling against social norms. The citation is given below:

Meg : *I can't believe today is my wedding day!*

Jo : *me neither. (sadly)*

Meg : *what's wrong?*

Jo : *nothing.*

Meg : *jo..*

Jo suddenly kneels before her, wild, and desperate:

Jo : *we can leave. We can leave right now.*

Meg : *what?*

Jo : **I can make money : I'll sell stories, I'll do anything-cook, clean, work in a factory. I can make a life for us.**

Meg : *But, jo..*

Jo : **and you, you should be an actress and have a life on the stage. Let's run away together.**

Meg : I want to get married
Jo : WHY?
Meg : I love him.
*Jo : **you will be bored of him in two years and we will be interesting forever.***
Meg : just because my dreams are not the same as yours, doesn't mean the're unimportant.
Jo sits back, heartbroken.
Meg : I want a family and a home and I'm not scared of working and struggling, but I want to do it with John.
Jo : I just hate that you're leaving me.
Meg : oh, jo. I'm not leaving you. Besides, one day it will be your turn.
Jo : I'd rather be a free spinster and paddle my own canoe (hugging her, crying.
(Page 91-92)

Figure 7. Dialogue between Jo March and Meg March.

The statement above takes place in a scene where she tries to convince her sister Meg not to get married. She says that she will earn her own money and support her family. However, Meg insists on getting married, and Jo is also expected to marry. But Jo limits it by saying, "I'd rather be a free spinster and paddle my own canoe." This shows that she refuses to marry and is determined to choose to work and earn money on her own.

3.1.2.3 Education and Financial Independence

Jo values education a lot and takes steps to improve her skills. She works hard to achieve financial independence, so she does not have to rely on a man. Jo works as a teacher and writes to earn her own money. The citation is given below:

Jo looks up the stairs to see the two little girls prancing.
Jo : my students need me
*Friedrich : **always working***
*Jo : **money is the end and aim of my mercenary existence. (joke-dramatically)***
Friedrich : no one gets ink stains like yours just out of a desire for money
Jo feels intense pleasure and pain of being seen by someone, of knowing that they know you.
*Jo : well my sister amy in paris, and **until she marries someone obscenely wealthy, it's up to me to keep the family afloat, goodbye.***

Figure 8. dialogue between Jo march and Friedrich

The statement shows that when Jo works as a teacher, she tells her friend Frederick that money is the goal of all her work. She works to support her family, showing her independence in making her own money and not relying on men. This highlights Jo's determination to be financially independent,

showcasing her effort to generate her income without depending on men.

3.1.2.4 Supporting women's rights

Jo March quietly supports women's rights. Through her character, the movie conveys a message about the importance of giving women equal rights and opportunities in education, work, and social life. The citation is given below:

> *Meg : what will you do?*
> *Jo thinks for half a second, but she already knows:*
> *Jo : **I'd like to open a scholl. We never had a proper school, and now there are women's colleges opening – there should be a school, for daisy.***
> *Amy : and what will demi do?*
> *Jo : **I'll open a school for boys and girls, both.***
> *Amy takes her sister's arm on one side, while meh is on the other side. They walk and talk confidentially.*
> *(page 108)*

Figure 15. Dialogue between Jo, Meg, and Amy March.

In the statement above, Jo March and her sisters are discussing. Jo inherits a big house from Aunt March, and she considers selling it. However, she decides to open a school instead. In the past, Jo and her sisters couldn't get a proper education because they were girls. So, she wants to open a good school for both girls and boys. She also thinks about her niece, Daisy as Meg March's child.

3.2 Discussion

Despite extensive research on "Little Women (2019)" and related themes, previous studies have not fully explored the specific forms of gender discrimination faced by Jo March in the 2019 film adaptation using Simone de Beauvoir's feminist theory. While researchers have touched upon Jo's struggles and societal expectations, they have not delved deeply into how these struggles manifest in her work, personal life, and family dynamics. There is a need for a more focused analysis of the various types of discrimination Jo encounters as a female writer and how societal and male judgments impact her decisions and actions.

In this study, the forms of discrimination faced by the main character, Jo March, in the film "Little Women (2019)" are identified. Jo's experiences reflect patriarchal culture and societal norms in post-Civil War America, where women faced significant challenges in achieving their aspirations. Through analysis, it is evident that Jo experiences discrimination both in society and within her own family.

The forms of discrimination against Jo March especially stem from patriarchal culture and societal norms common in post-Civil War America. The patriarchal society depicted in the film limits Jo's aspirations as a female writer, as seen in her struggle to submit her work to a male-dominated publishing industry. Simone de Beauvoir's theory emphasizes the historical oppression of women by men and societal expectations of women's roles. Jo's hesitation to claim authorship of her work reflects her fear of discrimination due to her gender, as evidenced by her interaction with Mr. Dashwood, her publisher. His pressure on conventional endings for female characters highlights societal expectations of women's behavior and strengthens gender stereotypes.

Moreover, Jo faces rejection from her family, particularly from her Aunt March, who believes that marriage is essential for a woman's financial security. This aligns with de Beauvoir's critique of

society's view of marriage as a woman's primary destiny. Jo's refusal to conform to traditional gender roles, such as her rejection of marriage and efforts to achieve financial independence, aligns with de Beauvoir's advocacy for women's autonomy and independence.

Furthermore, previous studies have not thoroughly examined the strategies Jo employs to confront these forms of discrimination. While some research has mentioned Jo's rejection of traditional gender roles and her pursuit of independence, there has been little detailed exploration of her specific resistance tactics, such as continuing her work, seeking financial and educational independence, and advocating for women's rights. This leaves room for a deeper understanding of how Jo actively fights against the limitations imposed on her by society.

In Jo's actions to overcome discrimination, she demonstrates resilience and determination, embodying de Beauvoir's idea of women's agency in shaping their destinies. Jo's insistence on pursuing her writing career despite societal barriers reflects her commitment to challenging gender norms and asserting her autonomy. Additionally, her decision to open a school for both girls and boys signifies her support for women's rights and equal opportunities in education, reflecting a progressive mindset that transcends societal constraints.

Additionally, there is potential for exploring the broader implications of Jo's experiences and resistance for contemporary women. Previous research has primarily focused on the historical and literary aspects of "Little Women (2019)", but there is an opportunity to draw connections between Jo's struggles and the ongoing fight for gender equality today. By examining how Jo's actions can inspire and inform modern feminist movements, valuable insights into the relevance of her story in today's context can be provided.

Comparing the findings of this research with previous research, we observe parallels with de Beauvoir's theory, which highlights the pervasive influence of patriarchal norms on women's lives. However, the present study offers new insights into the nuanced ways in which gender discrimination manifests in different contexts, such as the publishing industry and familial dynamics portrayed in the film. Jo's actions to defy societal expectations and pursue her aspirations contribute to a deeper understanding of women's agency and resistance against patriarchal oppression.

Many studies have examined the depiction of women's struggles in "Little Women (2019)", from various angles. This study brings a fresh perspective by focusing on the specific forms of gender discrimination faced by Jo March in the film "Little Women (2019)" through Simone de Beauvoir's feminist lens. This research examines how Jo experiences discrimination in her work, personal life, and family, and highlights her efforts to combat these challenges by continuing her work, rejecting traditional gender roles, seeking independence, and advocating for women's rights. This study provides a detailed analysis of Jo March's experiences and her resistance to discrimination, aiming to inspire contemporary women to advocate for their rights.

Overall, this research highlights the relevance of de Beauvoir's feminist philosophy in analyzing gender discrimination and women's empowerment, providing valuable insights into the challenges women face in navigating patriarchal societies and asserting their rights. Based on these findings, *the forms of gender inequality and how the characters in the film "Little Women (2019)" confront gender inequality* will be analyzed.

4. Conclusion

In conclusion, this study aimed to explore the forms of gender inequality experienced by Jo March, the main female character in the film "Little Women (2019)", and analyze her actions to overcome discrimination. By examining societal, familial, and work-related discrimination, it becomes clear that Jo faces many challenges due to the cultural norms and societal expectations of her time. However, Jo's determination to pursue her dream of becoming a writer showcases her defiance against gender conventions and her desire for independence.

Jo's struggle with the male-dominated publishing industry highlights the difficulties women face in getting their work recognized and respected. Her reluctance to claim authorship of her own stories shows her fear of discrimination, but her continued efforts to write and publish underlines her resilience. By rejecting the notion that marriage is the only path to a better life, Jo demonstrates her commitment to achieving financial autonomy and pursuing her passions on her terms. This defiance against traditional roles reflects Simone de Beauvoir's ideas about women's need for independence and self-determination.

Furthermore, Jo's interactions with her family, especially her Aunt March, highlight the societal pressure to conform to traditional gender roles. Aunt March's insistence on marriage as a means of financial security reinforces the societal expectation that women should rely on men. However, Jo's refusal to marry for financial stability and her efforts to earn her own money challenge these outdated beliefs. This aligns with de Beauvoir's critique of society's view of marriage as a woman's primary destiny.

Jo's establishment of a school open to both women and men exemplified her advocacy for women's rights to education and self-improvement. This action reflects her belief in equal opportunities for all genders and her desire to create a more inclusive society. By providing education to both boys and girls, Jo challenges the traditional notion that education is more important for men and helps pave the way for future generations to have equal access to learning.

Jo March's journey serves as a powerful reminder of the struggles faced by women in patriarchal societies and the importance of resilience and determination in the pursuit of gender equality. Her actions and choices illustrate the ongoing fight against gender discrimination and the need for women to assert their rights and independence.

Through this research paper, several suggestions emerge from the findings presented. Firstly, it is apparent that gender discrimination in the film stems from the entrenched patriarchal norms within society. It is hoped that this revelation can serve as inspiration for women to persist in their fight for equal rights despite facing discrimination. Secondly, this study offers an opportunity for students to deepen their understanding of gender equality within feminist studies, enabling them to contribute more comprehensively to future research endeavors. Additionally, the presence of diverse cultures in contemporary society should encourage women to pursue their literary aspirations without fear of societal judgment.

Moreover, readers are encouraged to embrace the freedom to choose their paths without fear of societal backlash. In today's world, the possibility for women to lead fulfilling lives on their terms is abundant, and the decision to pursue independence should not be hindered by societal pressures. By learning from Jo March's story, modern women can find inspiration to challenge traditional gender roles and seek their paths in life.

Jo's experiences in the film "Little Women (2019)" remind us that while progress has been made, the struggle for gender equality continues. Her story underscores the importance of fighting against discrimination and advocating for women's rights in all aspects of life. This research not only highlights the historical challenges faced by women but also serves as a call to action for contemporary society to continue pushing for equality and justice. By drawing parallels between Jo's journey and today's fight for gender equality, we can better understand the ongoing challenges and work towards a more equitable future.

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The Use of YouTube to Enhance Learners' English Listening Skills

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ABSTRACT
In recent years, YouTube has become an important platform for educational content. While various studies have examined YouTube's role in improving learners' English listening skills, much of the earlier research focused on outdated versions of the platform. This study aims to update these findings by analyzing more recent studies and addressing gaps in the literature regarding YouTube's impact on enhancing English listening skills. The review includes nineteen studies published between 2020 and 2024, with one additional study from 2014, sourced from Google Scholar and the International Journal. The results show that YouTube provides authentic language resources, like podcasts, videos, and interviews, which significantly boost listening comprehension. However, the effectiveness of YouTube as a learning tool depends on the use of effective strategies, including customized playlists, guided viewing, and interactive exercises. The study also identifies challenges such as limited internet access and the necessity of pedagogical oversight to fully utilize YouTube's benefits. Although YouTube holds promise as a resource for language learning, further research is needed to assess its impact on academic performance and long-term language development. This study offers practical advice for educators looking to incorporate YouTube into their teaching methods.
Keywords: *english listening skills, online media technology, youtube*

1. Introduction

Developing English listening skills is vital for language proficiency, as it greatly improves learners' overall capabilities. Strong listening skills enhance comprehension and facilitate better communication, which are key to mastering a new language. By improving their listening abilities, learners can better understand spoken English in various situations, from casual conversations to academic lectures, thereby increasing their confidence and effectiveness in using the language. Developing English listening abilities is an essential component of language proficiency, as it significantly contributes to learners' overall language competency. According to a study conducted by Anwas et al. (2020), learners' perceptions of their English listening skills tend to be negative, despite the importance of this aspect. Fakhruddin et al. (2020) emphasize that the lack of listening audio materials in textbooks hinders the successful instruction of listening skills in schools, which is a significant reason for the neglect of these skills in traditional education systems. Due to the challenges in improving listening skills, researchers and educators are increasingly turning to technology-based methods to address these shortcomings.

Kathirvel & Hashim (2020) also highlight the significant impact of audio-visual resources on enhancing English language proficiency. Their research shows that integrating these resources into the

teaching and learning process can lead to more effective and engaging language acquisition. Audio-visual tools, such as videos and interactive media, offer learners diverse and dynamic listening experiences that reflect real-life scenarios. This not only makes learning more engaging but also helps learners develop a more nuanced understanding of the language, including its pronunciation, intonation, and cultural context.

Technology plays a big part in language learning that goes beyond traditional classroom settings because language learning is always changing. Sosas (2021) emphasizes the beneficial effects of employing technology, specifically social media, as a platform for acquiring language skills. The use of technology helps learners studying English feel less anxious and uneasy while also boosting their confidence.

Despite all of the above, Rachmawati & Cahyani (2020) highlight that YouTube is not limited to English department students, but students from other departments also utilize the platform to enhance their English language proficiency. This in-depth review of the literature aims to look into and gather the latest research on how effective YouTube is at improving English listening skills, offering useful information for both language teachers and learners.

This thorough analysis makes a significant contribution to the ongoing conversation about English language learning, particularly in the area of listening skills—a crucial yet often challenging aspect for learners. Given the shortcomings of traditional teaching approaches, such as the lack of engaging and authentic listening resources, this study emphasizes the increasing need to incorporate digital tools like YouTube into language instruction. YouTube, with its extensive collection of real-world content, provides learners with unique opportunities to interact with a variety of English accents, colloquial language, and contextual usage that are frequently absent in traditional classroom environments. By integrating the findings from various studies, this research highlights YouTube's potential to not only complement but also enhance conventional methods of teaching listening skills. As language learning continues to evolve alongside technological advancements, it is vital for educators to explore and adopt innovative strategies that address the dynamic needs and preferences of today's learners. Understanding YouTube's effectiveness as a language development tool is crucial for creating more effective, learner-centered teaching methods in the digital era.

This literature review seeks to offer a targeted analysis of how YouTube can be utilized to effectively enhance English listening skills, specifically addressing existing research gaps. By exploring the complexities of utilizing YouTube for language learning, the research aims to provide practical insights that can assist instructors in refining their teaching strategies while enabling learners to fully benefit from this widely accessible platform. The primary objective is to collect and synthesize information that will directly enhance the teaching and learning of English listening skills, providing both theoretical and practical guidance for educators and learners worldwide.

2. Methodology

This study employs a qualitative systematic literature review technique to investigate the effects of YouTube applications on the development of English listening abilities among learners. Significant topics and conclusions from the chosen studies are thoroughly collected as part of the data extraction process for the qualitative analysis. According to Albliwi et al. (2014), research must involve an in-depth investigation and selection of relevant studies, data extraction and analysis, and summarizing the findings. This thorough methodology guarantees that the conclusions drawn from the study are supported by the existing corpus of literature.

The following are several stages of the research methods:

1. Stage 1: Review Planning

1.1. Explain Research Purpose and Objectives: Clearly state the SLR's objectives.

1.2. Create Research Protocol: Create a research protocol that outlines the objectives, questions to be answered, databases, inclusion and exclusion standards, keywords, and standards for evaluating quality.

2. Stage 2: Carrying Out the Evaluation

2.1. Establish Relevance Criteria: Describe the parameters that will be used to assess each resource's applicability to the study.

2.2. Search and Collect Literature: Gather literature by conducting searches on corresponding scientific databases.

2.3. Study Selection: Select relevant studies by using inclusion and exclusion criteria.

2.4. Quality Assessment: Consider each chosen study's level of quality.

2.5. Data Extraction: Take relevant data out of the chosen papers.

2.6. Data Analysis: Find recurring themes and patterns in the data collected from the investigation.

3. Stage 3: Recording the Evaluation

3.1. Reporting: Give a thorough account of the review's conclusions.

3.2. Dissemination: Make the SLR results public

Below is an explanation of each stage.

1. Explain the Research Purpose and Objectives

The objectives of the research are (1) to investigate how YouTube can improve listening comprehension in English; (2) to fill the knowledge gap on YouTube's significance in language learning; and (3) to thoroughly examine the research on YouTube's effects on listening abilities.

2. Create a Research Protocol

The objective, criteria, databases, keywords, and quality assessment standards are all broken down in the protocol.

1. Purpose and Objectives	Purpose: To investigate the effectiveness of YouTube as a tool for improving English listening skills. Objectives: To analyze the impact of YouTube on listening skills, explore the use of authentic language resources, identify effective pedagogical approaches, and recognize limitations and challenges.

2. Research Questions	How effective is YouTube as a tool for improving English listening skills? What types of YouTube content are most beneficial for language learners? What are the key challenges and limitations of using YouTube or language learning?
3. Inclusion and Exclusion Criteria	Includes; (1) Studies focusing on the use of YouTube for language learning, particularly for enhancing listening skills, (2) Research articles published between 2020 and 2024, and (3) Studies available in English. Excludes; (1) Studies not specifically addressing the use of YouTube for language learning, (2) Articles published before 2020, unless they provide significant context or foundational knowledge, (3) Not being translated, and (4) Studies lacking empirical data or clear research methodology. English language studies that could
4. Databases and Search Terms	Databases Used: Google Scholar, ScienceDirect, ERIC (Education Resources Information Center), JSTOR. Search Terms: "YouTube and language learning," "YouTube and English listening skills," "digital tools for language acquisition," "online resources for listening comprehension."
5. Study Selection Process	Initial Screening: Titles and abstracts of studies were screened to identify relevant articles. Full-Text Review: Selected articles were reviewed in full to confirm relevance and inclusion in the study. Data Extraction: Key information related to the use of YouTube for enhancing listening skills was extracted from each study, including methodologies, results, and conclusions.

6. Quality Assessment	The quality assessment aims to ensure the inclusion of high-quality, credible research that provides robust evidence on the effectiveness of YouTube for language learning.
	Studies that did not directly address YouTube's impact on listening skills are excluded.
	Larger and more varied sample sizes in studies are prioritized since they provide more general relevant findings.
	Research that openly discusses the shortcomings and possible biases is given more credibility.
7. Data Extraction	Extracted data are synthesized to identify common themes, patterns, and insights regarding the use of YouTube in improving listening skills.
	Structure the extracted information into categories or formats that make analysis easier
8. Ethical Consideration	The research ensured the ethical use of data from published studies, maintaining respect for intellectual property and confidentiality. Proper citations and references were included for all reviewed articles.
9. Reporting and Publication	The findings are documented in a detailed report, highlighting key insights and recommendations.
	The report is published through academic platforms and publications to reach a broader audience interested in language education and digital learning tools.
10. Limitations and Challenges	Acknowledgement of potential biases and limitations in the included studies.
	Discussion of challenges in using YouTube for language learning, such as variability in content quality and accessibility issues.

3. Establish Relevance Criteria

    Inclusion and exclusion criteria are listed below:

3.1. Include

    3.1.1. Articles and studies that specifically address YouTube's role in language learning.

    3.1.2. Research focusing on the impact of YouTube on listening skills.

    3.1.3. Educational resources discussing online media technology for language improvement.

3.2. Exclude:

    3.2.1. Content unrelated to language learning or not mentioning YouTube.

    3.2.2. Studies that use other platforms or focus mainly on non-listening skills.

4. Search and Collect Literature

    4.1. To find relevant studies, the examination was done using abstracts and titles.

    4.2. The next step, was to determine whether the full-text articles fulfilled the inclusion requirements.

    4.3. After removing duplicates, only original, relevant studies were kept for additional examination.

5. Study Selection Literature

    5.1. The research includes a comprehensive search strategy that involved databases like Google Scholar and ScienceDirect.

    5.2. Keywords such as "YouTube," "English listening skills," and "language learning" were used to find relevant studies.

6. Quality Assessment

    6.1. Step 1: (First Screening) Examine abstracts and titles for initial relevancy.

    6.2. Step 2: (Full-Text Review) Evaluate methodological quality by thoroughly reviewing entire documents.

    6.3. Step 3: (Data Extraction) Gather the relevant data for a thorough examination of the quality.

    6.4. Step 4: (Synthesis) Integrate the results of superior research for the conclusions.

3. Result and Discussion

3.1. Result

A comprehensive assessment of the literature on the use of YouTube applications to help learners improve their English listening abilities reveals a wide range of research findings. A thorough examination of the chosen research below provides insight into various viewpoints regarding YouTube's influence on language acquisition. Numerous studies demonstrate how YouTube may help students. The SLR methodology's outcomes (steps 7 and 8) are covered in the subsections that follow. The following are several conclusions of the findings based on research projects that were performed using earlier works of literature, separated into four groups:

7. Data Extraction (Findings)

    7.1. The researcher used four prior studies that examined the use of YouTube in stimulating learners' brains and motivation. The studies are conducted by Simanjuntak et al. (2021), Listiani et al. (2021), Pratama et al. (2020), and Sondy & Mandasari (2023).

    7.2. Several previous studies on the use of YouTube in online technology (social media) and visual media are conducted by eight researchers, namely Lam Kieu et al. (2021), Kathirvel & Hashim (2020), Sakkir et al. (2020), Alabsi (2020), Sosas (2021), and Nugroho & Atmojo (2020).

    7.3. There are two prior studies mentioned about monitoring the use of YouTube & Pedagogical Treatment, those are conducted by Krishan et al. (2020), and Chien et al. (2020).

    7.4. Several prior studies examined the challenges of using YouTube conducted by Destianingsih & Satria (2020) and Nurwahidah & Fatimah (2023).

    7.5. The researcher included three prior studies that examined the strategies to enhance language learning through YouTube. The studies are conducted by Martinez (2020), O'Reilly & McCrea

(2020), and Schmid & Peters (2023).

8. Data Analysis

Data analysis, which includes assessing the information collected to identify significant findings and insights, is a significant phase of research. The method of analysis differs based on the objectives of the research along with the type of data (qualitative or quantitative).

Following is a detailed look at the data analysis procedure, which is based on studies on YouTube's potential to improve English listening abilities.

3.2. Discussion

The Use of YouTube in Boosting Learners' Motivation

YouTube is a great resource for encouraging students to improve their listening comprehension of English. The platform is a useful tool for language learning because of its wide variety of information, which suits a range of learning styles and interests. A wide variety of channels, from interactive classes and tutorials to fascinating storytelling and lively discussions, are available for learners to explore when it comes to English language education. Because of the easy accessibility of the platform, students can select from a variety of information that is fulfilled to their skill level, advancing from simple to complex listening exercises over time. Furthermore, learners can become accustomed to many English-speaking environments, idioms, and accents due to the authentic context that videos offer. YouTube provides a lively and interactive platform for language learners to improve their listening abilities while staying motivated and engaged in real-world language experiences, whether through entertaining videos, language learning channels, or realistic travel vlogs.

Simanjuntak et al. (2021) highlight how motivating and useful YouTube is as a language-learning aid for English. The study, which included seventy-two participants, showed that learners thought YouTube was interesting and relevant, demonstrating the platform's ability to include students in the language learning process. The finding of the research is that using YouTube as a learning tool in English as a Foreign Language (EFL) online classes can help students with several aspects of language learning, including listening comprehension, pronunciation, grammar, and vocabulary expansion.

A total of 72 students were asked to participate in the study by Simanjuntak et al. (2021) by completing a Google Form questionnaire. Attractiveness, efficiency, relevance, and motivation are the fundamental concerns of the perceived. Students were allowed to express their perceptions of the given statements using a Likert scale that was included in the questionnaire. Finally, it can be said that using YouTube as a medium for online English language learning is appealing, productive, can apply to the course material, and can inspire students to learn English. The COVID-19 pandemic was a particularly challenging time for online education. The data that has been processed and used to conclude the research proves it. Where the vast majority of students who filled out the survey and turned it in indicated a favorable opinion of each item.

Listiani et al. (2021) add to our understanding of how YouTube affects the development of language abilities by highlighting how it helps students listen more effectively and improve themselves. This supports the idea that YouTube functions as a multipurpose tool that addresses language learning as well as other general aspects of personal development. The study findings demonstrate that YouTube enhances students' fundamental abilities, including listening proficiency, vocabulary expansion, achievement of learning objectives, and personal growth.

Furthermore, the research from Pratama et al. (2020) indicates that YouTube videos are quite popular in educational settings which supports the previous studies. Students show a strong desire to use YouTube as a learning tool, suggesting that it could be a useful addition to traditional classroom settings. Utilizing video as a teaching tool for listening comprehension has a significant effect on facilitating students' understanding of the content or context of the subject they are learning. Teachers have to involve

YouTube in the educational process because of its numerous benefits, which enhance the overall teaching experience.

A study by Sondy &Mandasari (2023) at SMK Negeri 8 Bandar Lampung highlights YouTube's important influence on the development of listening abilities. According to the study's findings, students expressed greater excitement while they were learning, which supports YouTube's beneficial effects in educational settings. The researchers have introduced an innovative pedagogical technique at SMK Negeri 8 Bandar Lampung. This strategy involves sharing the researchers' insights to enhance students' comprehension of English listening exercises. It is stated that the researchers utilized YouTube as a medium to develop English listening comprehension resources for tenth-grade students. This study explores the utilization of the YouTube platform to enhance students' listening comprehension in the context of English language acquisition. The researchers state that through incorporating videos into the classroom, this medium has the potential to increase students' enthusiasm, entertainment, and exposure to innovative content. This shows that utilizing YouTube as a medium for teaching listening comprehension to tenth-grade students at SMK Negeri 8 Bandar Lampung provides significant improvements in their listening skills scores.

Multiple research studies' combined findings point to a widespread understanding of YouTube's positive effects on English language learning. Numerous research projects' outcomes demonstrate how flexible and effective the platform is in satisfying the needs of a variety of learners. To sum up, the systematic literature review combines data from several studies to give a thorough picture of how YouTube can be used to improve English listening abilities. The results show that YouTube is a useful medium for language learning because of its motivational, entertaining, and effective features. These observations can help teachers, curriculum designers, and students understand the possible advantages of using YouTube as part of language learning methods.

The Use of YouTube on Online Technology (social media) and Visual Media

According to Lam Kieu et al. (2021), of all the English language skills, listening skills show the biggest improvement with technology-based learning. This research highlights how important a role digital technology could play in improving students' comprehension of spoken English (listening abilities). This realization provides the foundation for the investigation that follows YouTube's function as a social media platform in enhancing language learning results. It has been reported that using technology to learn English is becoming more common and beneficial for students.

The fact that YouTube is widely used and has an impact on language learning is demonstrated by the popularity of its use in educational studies. YouTube is a visual and social media site that provides a distinctive combination of visual and audio stimulation, making it an effective tool for improving listening comprehension in English. Examining YouTube within the larger context of social media in language learning helps to clarify the unique advantages and difficulties related to this specific medium.

Moreover, according to Nugroho & Atmojo (2020), the current investigation from the study shows that Indonesian English as a Foreign Language (EFL) learners have a positive view of the digital learning activities of English outside of the traditional classroom setting. The learning activities can be facilitated by several existing social networking platforms, such as YouTube, WhatsApp, Facebook, Instagram, and Google Classroom. This study suggests that the use of digital platforms for learning English outside of the classroom can be implemented in situations where social distancing mechanisms are in place, such as in Surakarta, where there is a reliable internet connection.

According to Kathirvel & Hashim (2020), the emphasis on audio-visual resources for the development of English language competency is aligned with the highly interactive nature of YouTube material. Learners can experience authentic and useful listening possibilities on YouTube because of the integration of visual motions and auditory experiences. By drawing students' attention to both auditory

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and visual stimuli, videos can help them learn and improve their listening comprehension while also providing them with opportunities for creativity and high-quality work.

Sakkir et al. (2020), who claim that using YouTube in English as a Foreign Language (EFL) classes has a good influence on keeping learners interested, support the importance of YouTube in sustaining learners' attention. This finding supports the theory that learners' motivation is sustained by the dynamic and visually appealing information seen on YouTube.

Alabsi emphasizes the importance of authenticity in language learning, especially when it comes to listening abilities. According to Alabsi (2020), giving students access to authentic videos is essential for exposing them to real-life listening scenarios. This viewpoint is consistent with the educational theory which says that exposure to authentic language use improves the application of language skills into real-world situations. With YouTube offering an enormous amount of content ranging from interactions with native speakers to real-world communication scenarios, the incorporation of authentic videos on these platforms becomes a relevant concern. The study emphasizes the value of using real materials in language learning programs, which sets the stage for further research into YouTube's potential as a source of real listening experiences for English language learners.

A further perspective on the conversation is provided by Sosas (2021) understanding of how social media, in particular, can help language learners feel less nervous and more confident. YouTube's wide content options and the platform that is easy to use have the potential to maintain a positive and encouraging learning environment. The fact that students admit that they use social media to improve their listening abilities more than other language skills, with YouTube being the most popular site, underlines how well the platform meets the demands and preferences of users.

Ultimately, implementing YouTube videos into language learning settings can enhance students' English listening comprehension. The platform's unique ability to incorporate social and visual media components, coupled with its simple design and widespread popularity offer it a vital instrument for language educators. To maximize the advantages and minimize the deficiencies of using YouTube in English language learning, learners' preferences, instructional direction, and content quality must all be carefully taken into account. The examination and interpretation of the results suggest that educators should reflect on the strategic implementation of YouTube in their instructional strategies, recognizing its potential as a dynamic and captivating resource for enhancing students' proficiency in English listening comprehension. methods.

The Need to Monitor the Use of YouTube & Pedagogical Treatment
The literature continually highlights the need to closely monitor learners' utilization of YouTube to enhance their English listening abilities. Krishan et al. (2020) suggest acquiring proficiency in the English language by engaging with educational material provided by teachers. Teachers' assistance and recommendations can act as a beneficial filter, guiding learners towards information that is in line with educational goals and their language competence levels. The instructor plays a vital role in choosing and supervising the usage of YouTube, which is essential for maximizing the platform's potential for language acquisition.

Chien et al. (2020) provide additional evidence supporting the idea that combining YouTube with standard pedagogical methods improves learners' performance. This discovery indicates that combining YouTube with traditional teaching approaches in a cooperative way can produce positive outcomes in terms of learners' language proficiency. The necessity for a well-balanced combination of technology and traditional teaching methods highlights the significance of a well-organized and supervised learning setting for successful language learning.

Ultimately, the results highlight the importance of a purposive and supervised strategy when using YouTube in English language education. The teacher plays a crucial role in leading, recommending, and

monitoring the consumption of content to ensure that learners obtain the maximum benefits from the platform. Chien et al. (2020) propose that a well-balanced integration of traditional pedagogy with technology provides an extensive approach to language training, utilizing the advantages of both approaches. The subtle findings emphasize the dynamic nature of language teaching, requiring flexible and supervised approaches to utilize the potential of YouTube for enhancing English listening abilities. music.

The Challenges in Using YouTube

The analysis of the literature also uncovers numerous obstacles linked to the utilization of YouTube for the enhancement of English listening abilities. Destianingsih & Satria (2020) explain the challenges experienced by learners when trying to access YouTube. The challenges encompass various areas including internet connectivity, specifically highlighted issues such as restricted access and outages in connectivity. In situations where the internet infrastructure is not strong or available to all learners, these difficulties may disturb the incorporation of YouTube into language learning activities.

Nurwahidah & Fatimah (2023) define these findings by highlighting the difficulties faced by teachers while employing YouTube as an educational resource. The issues that have been found involve the selection of suitable videos that are in line with the specific requirements and skill levels of the learners. Furthermore, teachers have an additional level of complication due to the considerations of learners' internet connections. Ensuring universal access to instructional content poses a significant obstacle for educators who incorporate YouTube into their teaching methods, particularly about students' internet connectivity.

The cited issues highlight the practical factors that must be resolved to successfully incorporate YouTube into language learning settings. The difficulties arising from limited access to a dependable internet connection, as emphasized by Destianingsih & Satria (2020), are a significant aspect of internet connectivity issues. This constraint may worsen pre-existing educational inequalities, requiring strategic measures to ensure that all students gain equal advantages from YouTube as a language learning tool.

According to Nurwahidah & Fatimah (2023), teachers who facilitate language education encounter difficulties when it comes to incorporating YouTube into their teaching. Educators face an added level of responsibility when they have to choose suitable content and deal with internet connectivity problems. The mentioned issues highlight the significance of providing teachers with enough assistance and tools to overcome these obstacles, guaranteeing that the incorporation of YouTube is in line with educational objectives and maintains inclusiveness.

To summarize, the results regarding difficulties in utilizing YouTube for enhancing English listening abilities emphasize the necessity for a thorough inclusiveness strategy. To fully use the advantages of YouTube as a language learning tool, it is essential to resolve internet connectivity problems and offer assistance to educators in managing these difficulties. Recognizing and addressing these obstacles can help provide a fair and efficient learning setting that maximizes the potential of YouTube for language acquisition.

The Strategies to Enhance Language Learning through YouTube

1. Case Studies and Practical Implementations

   Several case studies illustrate the practical advantages of using YouTube for language learning. For instance, Martinez (2020) investigated the use of YouTube in a high school ESL program and found that students who frequently used YouTube for language practice showed considerable improvements in their listening and speaking skills compared to those relying solely on traditional methods. The study also highlighted increased student engagement and motivation, suggesting that incorporating YouTube into the curriculum positively impacted learners' attitudes toward language learning.

2. Addressing Potential Challenges

While YouTube offers numerous advantages for language learning, it is crucial to address potential challenges to maximize its effectiveness. A significant concern is the inconsistency in content quality, as not all YouTube videos are educationally rigorous, and some may contain inaccurate or misleading information. Educators must carefully select high-quality content and guides to help students identify reliable sources. Additionally, the sheer volume of content on YouTube can be overwhelming for some learners. Educators can alleviate this issue by creating structured playlists and recommending specific channels aligned with course objectives. Providing clear instructions on how to effectively use YouTube for language learning can also help manage this challenge. Another potential drawback is the distraction factor, as students might be tempted to watch non-educational videos. According to O'Reilly & McCrea (2020), to encounter this educators can integrate YouTube videos into assignments and class activities, ensuring that students remain focused on the educational material.

3. Future Prospects and Innovations

The future of YouTube in language education appears promising, with ongoing technological advancements opening new avenues for innovative learning experiences. For example, the development of interactive video features, such as clickable annotations and in-video quizzes, could further enhance learner engagement and comprehension. Additionally, emerging technologies like virtual reality (VR) and augmented reality (AR) may be integrated with YouTube to create immersive language learning environments. The rise of artificial intelligence (AI) also holds the potential for personalizing the YouTube learning experience even more. AI algorithms could analyze learners' viewing habits and proficiency levels to recommend tailored content, making the learning process more efficient and targeted. According to Schmid & Peters (2023), these innovations have the potential to make YouTube an even more powerful tool for language education, offering students unique and engaging ways to improve their language skills.

In summary, YouTube significantly contributes to enhancing English listening skills and overall language proficiency. Its capacity to provide personalized learning paths, interactive features, and community engagement makes it a valuable resource for both educators and learners. By complementing traditional classroom instruction and addressing potential challenges, YouTube can be effectively integrated into language education. As technology continues to evolve, leveraging tools like YouTube will be essential to meet the evolving needs and preferences of modern learners. The future holds exciting prospects for further innovations, making language learning more engaging, effective, and accessible for all.

4. Conclusion

Conclusion and Recommendations

1. Summary of Findings

YouTube has established itself as an invaluable tool for improving English listening skills. Its capacity to deliver authentic language experiences, engage users, and offer a wide variety of content makes it an excellent resource for learners and educators alike. Case studies have demonstrated significant enhancements in listening comprehension and overall language proficiency when YouTube is integrated into language learning curricula.

2. Recommendations for Educators

2.1. Curate High-Quality Content: Select educationally rigorous videos that align with learning objectives. Consider creating playlists or recommending specific channels that consistently produce high-quality content.

2.2. Integrate YouTube into Curriculum: Use YouTube videos to supplement traditional classroom instruction. Incorporate videos into assignments, and class activities, or adopt a flipped classroom model.

2.3. Provide Structured Guidance: Assist students in navigating the vast amount of content on YouTube by offering clear instructions on how to use the platform effectively for language learning. Recommend strategies for identifying reliable sources and evaluating content quality.

2.4. Encourage Active Engagement: Promote active listening by incorporating interactive features such as in-video quizzes, discussions, and reflections. Encourage students to engage with the YouTube community by commenting on videos and interacting with other learners.

2.5. Monitor and Assess Progress: Regularly evaluate students' progress and provide feedback. Use analytics tools to track viewing habits and engagement levels, making adjustments as needed to ensure optimal learning outcomes.

3. Addressing Challenges

   To overcome challenges like content inconsistency and distractions, educators should:

3.1. Set Clear Expectations: Establish clear guidelines for using YouTube in the classroom, specifying appropriate content and how students should interact with the platform.

3.2. Create Focused Playlists: Develop curated playlists aligned with course objectives to minimize the risk of students being distracted by unrelated videos.

3.3. Incorporate YouTube into Assessments: Use YouTube videos in both formative and summative assessments to ensure meaningful student engagement with the material.

4. Future Research Directions

   Further research is necessary to explore the long-term impacts of YouTube on language acquisition, the effectiveness of different types of content, and the integration of emerging technologies such as AI and VR in enhancing language learning. The ongoing investigation will help refine best practices and uncover new opportunities for leveraging YouTube in education.

   As a result, this comprehensive analysis of existing research provides insight into the major impact of YouTube apps on the enhancement of English listening proficiency in learners. The results illustrate that YouTube provides a diverse collection of authentic language material, including educational videos, music, and movies. This content has the potential to successfully captivate learners and improve their ability to understand spoken language. Furthermore, the ease of access and convenience offered by YouTube make it a very adaptable resource for language instructors. It presents possibilities for flexible learning and customized language exercises outside of the limitations of the classroom.

   Nevertheless, the evaluation emphasizes the need to tackle obstacles such as internet connection problems and the necessity for educational help in accessing the extensive range of information accessible on YouTube. In the future, educators must implement an active approach to effectively utilize the capabilities of YouTube while simultaneously addressing these obstacles. By effectively incorporating YouTube into language instruction and offering assistance to both learners and teachers, we can fully take advantage of the platform's potential as a valuable resource for English language learning. This will contribute to improving learners' listening skills in various educational environments.

   The conclusion section contains a summary of the research findings, which correlate with the research objectives written in the introduction. Then state the main points of the discussion. A conclusion generally concludes with a statement about how the research work contributes to the field of study as a whole (shows progress from the latest knowledge). A common mistake in this section is to repeat the results of an experiment, abstract, or be presented with a very list. The concluding section must provide clear scientific truths. In addition, the conclusions can also provide suggestions for future experiments.

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Efferent Reader Response Study on Adrian Lyne's Lolita Movie

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ABSTRACT

This study examines reader responses to a Lolita movie by Adriane Lyne based on the problem of how people interpret and retain pros and cons in the movie. How viewers' moral frameworks and ethical considerations influence their reader responses to the moral themes depicted in the movie "Lolita." How viewers' perceptions of the characters, themes, and events in "Lolita" influence their efferent responses to the movie. This study applies the efferent reader response theory by Louise Rosenblatt. The data of this research consists of several comments and opinions of the viewer of the Lolita movie directed by Adrian Lyne that discussed the contradiction between the theme of pedophilia and its cinematography. The primary data are collected from the sources around the reader's opinion of the movie. Meanwhile, secondary data are obtained from other resources, such as related previous studies, journals, and other sources. Data collection are accomplished through the use of document analysis.The audience's reaction to Lyne's "Lolita" was divided, with 113 out of 173 approving it as a significant adaptation for its novel authenticity and quality, while 60 criticized it for its explicit and provocative portrayal of relationships, deeming it too far from the original novel while Viewers' moral attitudes significantly impact their understanding of Lyne's "Lolita," which questions society conventions and ethical standards by addressing controversial topics like as knowledge, exploitation, and the complexity of human sexuality.

Keywords: *efferent reader response, themes, movie, moral*

1. Introduction

Pedophilia frequently refers to the concepts of morality and humanity in human societies. Pedophilia is defined as the sexual interest in prepubescent children (Seto, 2009). This definition is crucial in understanding the complexities of pedophilia, as it highlights the distinction between pedophilia and other forms of sexual deviance.

The relationship between pedophilia and sexual offending against children is a significant as it has been empirically established that pedophiles are more likely to engage in sexual offending against children (Seto, 2009). This is because pedophilia is often characterized by a persistent and intense sexual interest in children, which can manifest in various ways, including the possession of child pornography, the solicitation of sexual activities with children, or the commission of sexual offenses against children.

The desire to engage in pedophilic activities can be detected through various indicators, including persistent sexual ideas, fantasies, cravings, or activities involving children. On the same occasion, some people who were deviant toward pedophilia never had any known sexual contact with

the children, which highlights the complexity of pedophilia and the need for a nuanced understanding of this phenomenon.

However, it is important to note that not all sex offenders against children meet the criteria for pedophilia. The condition occurred due to a psychological disorder known as pedophilia. It is characterized by having orientation disorder in which the person is persistent and intense for sexual interest with children. This distinction is crucial in understanding the complexities of pedophilia and the need for a nuanced approach to addressing this phenomenon.

In societal contexts, child sexual abuse is frequently associated with the communications revolution. According to Herlihy (1993), the communications revolution has resulted in improved visual realism and privacy in entertainment, which may facilitate pedophilic fantasies and stimulate a global market for child pornography. This is because the increased availability and accessibility of explicit content, particularly through the internet, have made it easier for individuals with pedophilic tendencies to access and engage with child pornography.

Herlihy (1993) also emphasizes the significance of rigorous rules, effective monitoring, and strong law enforcement in eliminating the spread of child pornography and protecting children from exploitation. This is because the proliferation of child pornography has created a culture of impunity, where individuals feel emboldened to engage in illegal activities without fear of consequences. Therefore, it is crucial that governments and law enforcement agencies implement robust measures to prevent the spread of child pornography and hold individuals accountable for their actions.

It also underlines the importance of resolving underlying psychological difficulties in people who have pedophilic tendencies through appropriate assistance and therapy. Addressing these issues is crucial for preventing harmful behaviors and ensuring the safety and well-being of potential victims. By providing targeted psychological support, such as counseling and cognitive-behavioral therapy, individuals with these tendencies can better understand and manage their impulses, reducing the risk of acting on harmful desires. This is because pedophilia is often a complex issue that is rooted in deep-seated psychological and emotional issues, such as trauma, abuse, and social isolation. Therefore, it is essential that individuals with pedophilic tendencies receive appropriate treatment and support to address these underlying issues and prevent them from engaging in illegal activities.

Research indicates that technological improvements have made child pornography more accessible and widely distributed. (Wolak et al., 2008) emphasize how the internet has emerged as a major avenue for the distribution of such materials, making it easier for persons with pedophilic tendencies to obtain them. The statement above about increased visual realism and privacy is consistent with research showing that the internet and digital technology facilitate the development, distribution, and consumption of child pornography, frequently in very realistic ways. In literary products, we may find kinds of genres and one of them is about child pornography. Literature is the place where people can create a world to interpret many meanings of it. It is a beautiful work both written or oral (Lestari, 2019). Literary works represents human experiences (Nurhandayani, 2014). For generations, humans have created numerous literary works spanning various historical eras. Psychology in literature is often a topic of discussion (Cahyaningrum, 2018).

Literature as a representation of people's acts and expression often uses psychology as its central idea (Robson, 2020). These literary works can be adapted into movie plots with psychological themes such as morality so it can attract more viewers (Lehman & Luhr, 2018). Morality often occurs in literary works and sometimes it raises a judgment or perspective assumption for several people. Morality refers to a specific code of conduct put forward by a society or group (such as a religion) and accepted by society (Gert & Gert, 2020). Eaton explains that moral judgment is a general characteristic in interpreting, appreciating, and reflecting literary works. For example, the reader or audience often give several characters and condemn and praise for their actions (Eaton, 2015). These moral judgments can

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be influenced by the cultural context in which the work was written and the prevailing values in society. Additionally, moral themes in literary works can also be shaped by the personal experiences of the author and the historical period they are writing about. This is because literary work oftentimes functions as a reflection of the society in which it is written, and the moral themes that are explored can be seen as a commentary on the values and norms of that society.

"Lolita" movie which created based on the controversial novel by Vladimir Nabokov is a prime example of a movie that explores complex moral themes. Adrian Lyne's version of "Lolita" movie follows the story of Humbert, a middle-aged professor who becomes infatuated with his landlady's teenage daughter, Lolita. Humbert's obsession with Lolita is driven by a deep-seated psychological need, which he attempts to fulfill by marrying Lolita's mother, Charlotte, in order to gain closer access to Lolita. Following Lolita's mother sudden death, Humbert embarks on a journey with Lolita, indulging in a forbidden and exploitative relationship with her that raises numerous moral dilemmas.

This movie depicts many things related to morality including pedophilia, extreme obsessiveness, and the complexity of human relationships. The movie's portrayal of these themes has led to significant moral criticism, with many respondents expressing concerns that the movie contains critics to society, particularly in moral terms. Pedophilia is a paraphilic disorder involving repetitive sexual fantasies, impulses, or behaviors involving one or more pre-pubertal children (≤13 years old), the perpetrator is $\geq$ 16 years old and is driven by impulses, has trouble rejecting impulses, or are transformed by those impulses and fantasies (Perrotta, 2020). However, the issues raised in this movie are not limited to pedophilia, but also the process of response that the movie elicits from the audience against their own backgrounds (Putri, 2020).

Furthermore, the exploration of the movie of these moral themes has triggered a broader discussion about the nature of morality and how it is understood in different cultures. In addition, the use of psychological themes in this movie, such as Humbert's psychological manipulation to Lolita, has also been subjected to moral analysis, it has been criticized for potentially perpetuating harmful behavior towards women and children.

In order to prevent pedophilia, it's important to define the primary factors that lead to sexual interaction and consider the impact of the child sex market as a whole. Herlihy (1993) explains that pedophilia should be viewed more broadly than strictly, as any interaction involving an adult's sexual or quasi-sexual interest in children, even if that interest is not later manifested as physical sexual contact. In general, the statement proposes for a broader definition of pedophilia that takes into account all types of sexual desire and actions aimed at minors in order to improve efforts for early detection, intervention, and prevention.

Relating to the subject of this study, in the story, Humbert, as the main character, has many reasons taken from his background as to why he became so attracted to Lolita. It can be seen how he experienced bitter endings in his relationship and other things in his previous life before he met Lolita. The background, as it was written above, might be a criterion for respondents or viewers in terms of how they react to the main problem of the story.

This study was aimed at finding out and studying readers' responses to the film Lolita by Adrian Lyne based on how readers interpret the pros and cons of the story. This research uses the efferent reader response theory by Rosenblatt in order to examine the reader's moral framework based on how reader interpret the pros and cons of the story through the lens of efferent reader response, which is potentially a new method for analyzing the theme of pedophilia. This study offered the efferent reading response theory, whose focus is to collect meanings and facts while maintaining context as a reference for the analysis. Efferent reading is a reading that aims to retain the concepts, meanings, and facts that are presented in the text after the reading has been finished (Schnell, 1990). The readers are not concerned in the rhythms of the language or the prose style but focused on gaining a piece of information. When

we read for information, we are engaging in efferent reading (Sadjadi, 2017). Rosenblatt suggests that the reader's attention focuses mainly on what will remain as a residue after reading: the information to be received, a logical solution to a problem, or an action to be taken. The reader's relationship with a literary work resembles a dynamic dialog in which the reader actively deciphers intricately woven meanings and values into the fabric of the narrative (Tamrin et al., 2023).

A movie might have different critiques from its viewers based on the viewers' perspectives. The different responses are influenced by several point including their cultural background, personal experiences, and individual values. This diversity of opinions is a natural consequence of the subjective nature of movie appreciation, where viewers bring their unique set of assumptions to the viewing experience. For instance, a viewer who has experienced a similar situation depicted in the movie might have a more intense emotional response compared to someone who has not had such an experience. Similarly, a viewer from a different cultural background might interpret the movie's themes and messages through the lens of their own cultural norms and values, leading to a distinct critique of the movie.

Moreover, the way a viewer perceives a movie can also be influenced by their familiarity with the genre, actors, or directors. For example, a fan of a particular director's work might be more likely to appreciate the film's artistic merit and thematic depth, while a viewer who is not familiar with the director's style might find the movie confusing or uninteresting. Similarly, a viewer who is familiar with the actors' previous work might have a different expectation of their performance in the movie, which could impact their overall assessment of the movie.

The diversity of opinions is a natural and valuable aspect of the movie watching experience, as it encourages viewers to engage critically with the movie and consider multiple perspectives on its themes and messages.

This study attempts to answer several questions which are (1) How do viewers of the movie "Lolita" interpret and retain the key information conveyed in the film? (2) How do viewers' moral frameworks and ethical considerations influence their reader responses to the moral themes depicted in the movie "Lolita"? (3) How do viewers' perceptions of the characters, themes, and events in "Lolita" influence their efferent responses to the movie?

To analyze the viewers' responses, qualitative content analysis is employed where the viewers' response is manually categorized to identify patterns and themes related to their understanding and retention of the movie's key information. By systematically examining these responses, researchers can gain insights into how different viewers interpret the film's controversial themes and how their moral and ethical frameworks influence their perceptions.

2. Methodology

This research adopts descriptive qualitative content method with data analysis approach. Descriptive qualitative research aims to reveal phenomena, events, or conditions as they exist (Pravitasari et al., 2021). This method used to examine how things look from various perspectives (Taylor et al., 2016), as it allows for a nuanced understanding of the complexities and intricacies of the subject matter. In this study, the data collected is in the form of the audience's comments rather than numbers, which enables the researcher to delve deeper into the nuances of the readers' responses and the themes that emerge from the comments on IMDB.

This study uses a reader response criticism which the reader's subjectivity plays an important part in creating the meaning derived from a literary work (Fish, 1980). This approach is particularly relevant in the context of this study, as it allows for an examination of how readers interpret and respond to the themes and messages presented in the text.

The focus of this study is primarily aims on what the reader takes away from the text in terms

of factual information, ideas, and themes. Additionally, the data will be gathered from reader's interpretation in order seeking to understand and retain the content of the text. This approach is useful for examining the reader's engagement with the text and how they make sense of the themes and messages presented.

The data were sorted into small pieces of comments, and all of the data should have correlation to some specific criteria of this study. The compiled data, which was filtered into some specific output, will be analyzed by considering several aspects, including pros and cons, moral framework, and the influence of characters, themes, and events related to pedophilia. This study will enable the researcher to identify the key themes and messages that emerge from the text and how they are interpreted by the reader.

Furthermore, the analysis will also consider the reader's perspective and how it influences their interpretation of the text. This will involve examining the reader's background knowledge, experiences, and biases that may impact their understanding of the text. Additionally, the analysis will also consider the cultural and social context in which the reader is reading the text, as this can also impact their interpretation of the themes and messages presented.

The study's findings will be presented in a comprehensive report that includes an overview of the methodology used, the results of the analysis, and the implications of the findings. The report will also include a discussion of the limitations of the study and potential avenues for future research.

3.   Result and Discussion

3.1. Result

The data obtained through responses on IMDb (Internet Movie Database), an online database that supply information about movies, television series, home videos, podcasts, video games, and streaming content (IMDb, 2024).

3.1.1.   Pros and Cons in the "Lolita" movie portrayed in IMDb's reviewers

A movie might have different reviews and critiques from its viewers based on their own perspectives, which can be influenced by a multitude factors including their cultural background, personal experiences, and individual values. The "Lolita" movie, directed by Adrian Lyne, successfully managed to make many viewers. The viewers have unique criteria to judge the film based on several things, such as novel accuracy, movie quality, including the actors and actresses, cinematography, and storytelling. In order to separate viewers' reviews, here are the pros and cons that portrayed the movie controversy.

Table 1 Pros and Cons

Pros	Freq	Cons	Freq
113	Starring, comparison	60	Controversy, novel accuracy
Total = 173			

Table 2 Reviews from IMDb

Pros	Review	Cons	Review
CLPyle, 13 August 1998	" …. But after seeing Lyne's	tedg, 12 August 2000	"HH's violence with his previous

Pros	Review	Cons	Review
	brilliant version of Lolita, I can see how he manages to breathe fresh controversy into this familiar story. Lyne's lascivious lens eroticizes Lolita's every movement and pose."		wife should have been mentioned; her running away with the Russian cabbie is as much a setup for the Lolita fixation as the childhood dalliance, and better justifies the angst of loss. There should have been a few butterflies, and some explanation about the play: that it was written to allude to that first night at the hotel."
TxMike, 19 August 2020	"Having read the book and watched the 1962 version some years back, now watching the 1997 version completes my own Lolita experience. This one also pretty well follows the novel but of course some things just are inappropriate to include."	Rmax304823, 13 October 2003	"Maybe it's the fact that the novel itself is so packed with word play and games that it simply doesn't transfer that well to a different medium."
EijnarAmadeus, 27 July 2010	"LOLITA by Adrian Lyne, was immediately and understandably compared to Stanley Kubrick's adaptation of the novel by Vladimir Nabokov, and although I think Kubrick made a wonderful film,	Marcosaguado, 24 April 2018	"Stanley Kubrick's Lolita dates back to 1962, 56 years ago and the film is as alive and pungent as it ever was. Adrian Lyne's Lolita is only 21 and it's already forgotten."

Pros	Review	Cons	Review
	what I do think director Lyne's version does better, is the way it captures the tragedy of it all, instead of the comedy."		
Verdie, 12 June 2007	"The first time I watched this, my mouth was hanging open. I've read _Lolita_ dozens of times, and over and over again the movie captured it exactly the way it is in my mind."	Chaos-rampant, 20 May 2013	"I'm as tremendously fond of the book as I'm exasperated with its two film adaptations. The problem seems to be the text itself is a huge burden, so ornately conceived and masterful in many ways it's hard to see right into it. Kubrick did not outright miss any of the elements, but reduced in a simple way to divine farce. This filmmaker, likely aware of Kubrick's failings, goes the opposite way— this Lolita is far too sombre and serious, too earnest about sentimental loss."

The researcher's analysis of the data revealed that the diverse perceptions of the movie among audience were influenced by a several factors. The movie's accuracy in comparison to the original novel, the movie's overall quality, which includes the acting and actress performances—the cinematography, and the narrative all had a major impact on their points of view. The audience's opinions were thus shaped by these various elements.

In pros comments section, the performances of the actors and actresses, as well as comparisons with Kubrick's adaptation, dominated the topics of discussion. The actors and actresses play a crucial role in how the characters of Humbert and Lolita are visualized in the original novel. This factor has a

significant impact on how Lyne fulfilled the viewer's visualization of the characters in real life, as the actors' portrayals influenced the audience's emotional connection to the story.

In contrast, the cons comment section focus on its controversy and novel accuracy, which led to the viewer's perspective. Most of the viewer argued that Adrian Lyne did not adequately depict Humbert's previous life, including his violent acts against his wife, which might have contributed to his development of pedophilia. This aspect of violence was seen as crucial in providing viewers with a deeper understanding of Humbert's psychological motivations and the context in which his pedophilic tendencies emerged.

3.1.2. Pros in the Movie "Lolita" directed by Adrian Lyne

Some reviews agreed that Lyne's "Lolita" is incredibly success to bring the written form of "Lolita" novel into movie. It is because the narration of this movie simplifies the idea of the novel. For some people, Lyne makes a good version of "Lolita" and made this controversial literary work very popular because of its courage in raising social issues that were considered taboo. This is because Lyne's adaptation of "Lolita" is able to effectively convey the complex themes and emotions of the novel, making it accessible to a wider audience.

Some people compare Lyne's "Lolita" to Stanley Kubricks' adaptation in 1962 and argue that Lyne's version is better because it fulfills audience expectations. Lyne was able to elevate tragedy over comedy and executed it very well. In addition, some reviewers explain that Lyne's version almost perfectly captures the tragedy based on Nabokov's writing, which is a testament to the director's material.

Furthermore, compared to Kubrick's "Lolita," this version is less comedic, which affects the tone of the movie itself. Many reviewers agreed that this tragic story is well depicted, overriding the controversial issues brought up by the original author. This is because Lyne's adaptation is able to effectively convey the emotional depth and complexity of the novel, making it a powerful and impactful movie.

Moreover, the success of Lyne's "Lolita" can be attributed to its ability to balance the complex themes and emotions of the novel with the demands of a movie. This is a difficult task, as the novel is known for its complex and nuanced exploration of themes such as morality, ethics, and the human condition. However, Lyne's adaptation is able to effectively convey these themes in a way that is both accessible and impactful.

3.1.3. Cons in the Movie "Lolita" directed by Adrian Lyne

Lyne's "Lolita" also received a lot of negative reviews. Many viewers felt the movie was inappropriate due to its explicit and provocative depiction of a relationship between an adult man and an underage girl. The movie explored complex themes that raised concerns about the representation of illegal relationships involving minors. Some reviewers argued that Lolita in this version was too far from what was written in the book. On occasion, several reviewers give bad ratings for this matter because Lolita's role in this story was crucial to the development of the story itself. On the other side, Kubrick's version describes Lolita as a very sensual and corrupt young girl, which surely brought controversy to the time this movie was released. In a comment section, a username called Invi mentioned that the movie is about the human sexuality and its inconsistencies. This can be seen when Humbert is always aware of their environment and stays alert for strangers who want to take Lolita from him. It obviously means that Humbert understands that his acts are illegally prohibited. Another argued that when compared to Kubricks' adaptation, Lyne's "Lolita" is far behind. Kubricks managed to make a livelier "Lolita" that even after more than 50 years is still remembered, whereas Lyne's "Lolita" is considered to have so many plot holes that after 20 years it's already forgotten. The two movies have distinct approaches to the material. Kubrick's version is known for its dark humor and irony, which can be seen from the cast of Peter Sellers and the comedic elements, such as the "Spartacus" joke which

make Kubrick's version is more playful.

3.1.4. The influence of viewers' moral frameworks and ethical considerations to the exploration of the theme

The exploration of theme in "Lolita" movie is significantly influenced by the viewers' moral framework and ethical considerations because it deals with such a controversial and sensitive subject. This adaptation of Nabokov's novel challenges audiences by presenting a protagonist, Humbert, whose actions are morally reprehensible, leading to varied interpretations based on individual ethical perspectives. Ellen Pifer in Ratna (2020) observed that commentators were eager to ignore Humbert's sexual behavior and crimes against the children. This trend highlights a broader problem in literary and cinematic criticism, where the moral implications of a character's actions are sometimes overshadowed by the technical and artistic merits of a work, the controversy surrounding "Lolita" that highlighting the complicated relationship between art and morality, inviting an ongoing discussion on how sensitive themes should be approached and understood in both literature and movie. They opted to concentrate instead on solving the novel's linguistic problems or following the contours of its clever design.

Each viewer brings their own moral perspective to the interpretation of the story, resulting in a wide range of reactions to the character of Humbert. Some may see Humbert sympathetically as a tragic figure. For example, username (palindromicevilolive) argued that this version has been criticized for portraying Humbert as overly sympathetic and Lo as an overly seductive character. Moreover, username (jenguest) highlights Humbert's desperate fate about for those unfamiliar with the story, Humbert's loss of a youthful love scars him so deeply that he wants to reclaim it through relationships with young females. They may emphasize aspects of his character that evoke pity or understanding, such as his love for Lolita or his internal conflicts. These viewers might emphasize the psychological complexity and emotional depth of Humbert's character, sometimes interpreting his actions within the context of his troubled psyche.

On the other hand, others may feel disgust and even condemn him for his actions, viewing him unequivocally as a predator and criminal. For instance, username (fernandoschiavi) argued that Lyne's film, like Nabokov's and Kubrick's, condemns Humbert's actions but does not blame Lolita. Moreover, username (mligorio) later explained Humbert, a desperate pedophile, fulfills his sexual fantasies at the awful expense of destroying countless lives, including his own. This perspective underscores the ethical and legal violations of the story, highlighting the exploitation and abuse of Lolita.

The movie encourages viewers to question societal norms and moral boundaries as it revolves around an illegal relationship that challenges traditional ethical standards. As it stated by Walker (2016) Lolita portrays exotic male-oriented desires and is closely related to pornography. This portrayal has led to the terms Lolita being used to describe a hypersexualized young girl, a concept that has permeated cultural discussions and raised concerns about the objectification and sexualization of young girls.

Moreover, ethical considerations explore issues of consent and the potential exploitation of minors. Arguments often arise as to whether the exploration of such themes serves an artistic purpose or whether it crosses ethical boundaries. Ethical considerations are universal behavioral standards that serve as a practical foundation for determining the types of acts, intentions, and motives that are valued (Haddad & Geiger, 2023). Some argue that it is a critique of societal norms, while others find it inappropriate and even worse, inspiring others to do the same. For instance, username (CLPyle) argued that the film or work in question allows the viewer to experience the story via Humbert's eyes, immersing them in his fixation and love for Lolita. This method forces viewers to comprehend and possibly identify with Humbert's emotions, highlighting the subjective and potentially unsettling character of his viewpoint. Meanwhile, username (Tedg) assumes that When judging the film independently of the novel, the characterization of Lolita in this version seems questionable. The

character is perceived as being overly mature, attractive, and manipulative, which differs from the book's portrayal and influences the film's interpretation of the plot. One of the novel's social consequences is that it permits adult abusers to pose themselves as helpless victims of powerful "nymphets." However, this viewpoint is widely repeated and promoted, not only in the media and film, but also in novel-related research (Plevikova, 2016). Ultimately, the exploration of themes in "Lolita" engages viewers in a complex and challenging discussion about morality and ethics, forcing them to confront uncomfortable truths and question deeply held beliefs. Different viewers may respond in varied ways, reflecting their individual values and ethical frameworks. This diversity of responses underscores the power of narrative to provoke thought and elicit strong emotional and intellectual reactions, making "Lolita" a work that continues to be relevant and controversial in both literary and cinematic contexts.

3.1.5. The influence of characters, themes, and events to the reader response

Reading is a transaction between the reader and the text (Rosenblatt, 1978). The reader's emotions and experiences shape their perception of characters, themes, and events. Each reading of a text is a unique experience influenced by the reader's background and current state of mind. In term of movie, many aspects like characters, themes, and events affect the viewer's viewpoint about the movie. Some of them mostly compared Lyne's version with Kubrick's that is largely based on the differing approaches each director took in adapting Vladimir Nabokov's novel, which has several differences in both movies.

1) The movie intentionally shows the effect of manipulation in terms of pedophilia.

In IMDb's comments section, a username Keith-Moyes, argued that the author of Lolita tried to tell us that manipulative action can be the main reason why people with pedophilia deviation become worse if the subject that they are targeting responds to it and manipulates them. In this case, Lolita appeared to respond to this deviation by innocently manipulating Humbert in order to get money from him. On the other hand, both Nabokov and Lyne demonstrate how a person with pedophilia perceives the world without intending it to justify their deviation. Additionally, Lyne's version has a 16-year-old actress who stated that due to her age, she can barely differentiate between good and bad, which makes this movie adaptation less controversial than the previous version and its original novel.

   a) Character

   Keith-moyes: *The matter is located in Lyne's Lolita version, in which he uses an actress whose age is slightly different from the novel version. The novel version was 12; in the movie, she was 15.*

   b) Themes

   Keith-Moyes: *Nabokov uses the pedophile point of view without them endorsing his action. Empathy does not necessarily imply sympathy.*

   c) Events

   Keith-Moyes: *Humbert's nymphet fantasy soon starts to crumble before the reality of a troubled, willful, increasingly manipulative child.*

2) Lyne's Lolita is more acceptable.

For some people, Lyne's Lolita shows its superiority mostly in its characterization. Lyne was praised as a good director for this movie adaptation because he chose the right star to take on the roles of Lolita characters. It can be seen how the chemistry between Dominique Swain (Lolita) and Jeremy Irons (Humbert) that was undeniable and executed every script of the movie with precision and finesse.

Dominique Swain's portrayal of Lolita is crucial, as she brings a level of vulnerability and innocence to the role that is both charming and heartbreaking. Her performance is praised for its smoothness and nuance, as she is able to convey the complexity and depth of Lolita's character without resorting to overacting or melodrama.

Jeremy Irons, on the other hand, brings a level of both sophistication and enchantment to the role of Humbert, making him an interesting and complex character to watch. His performance is praised for its subtleties as he is able to convey the complexity of Humbert's with his psychological problem which is pedophilia.

The chemistry between Swain and Irons is unarguable, and both of their performances are praised for their chemistry. The way they interact with each other on screen is both captivating and heartbreaking, as they bring a level of emotional depth and complexity to their characters.

a) Character

Poooh-8: *As Humbert says, Jeremy Irons is as good as his predecessor, James Mason. But it is Dominique Swain, outdoing Sue Lyon, who comes closer than ever before to embodying the essence of the doomed Dolly Haze.*

b) Themes

Poooh-8: *He did pinpoint one of the key components of the novel's genius: a capture of life on the newly paved highways of mid-century America.*

c) Events

Even though Pooh-8, the reviewer, did not mention which events in the story affected the image of this movie, his/her response described that Lyne's version was better than the previous version by Stanley Kubrick. According to his/her response, Lyne was correctly chosen to capture life on the newly paved highways of mid-century America. This is similar to the original novel, where Nabokov writes that the story follows the real condition in mid-century America, where pedophilia is taboo to talk about. But in Lyne's version, Dominique Swain's existence brings two opposite meanings to this character: in the story, she might be underage, but in real life, a young girl of 16 should logically be able to differentiate between what is a good thing to do and what isn't, making it the most accessible Lolita movie adaptation despite its controversy.

3) Lyne's Lolita brings theme about the synthesis of human sexuality and its inconsistencies.

Having complex and complicated matters, such as bringing taboo stories as the theme is hard to do. It is a challenge that many filmmakers and writers have faced, and one that can be particularly difficult to navigate due to the potential for controversy and backlash. In the case of the movie adaptation of "Lolita," the theme of pedophilia is a very sensitive and controversial topic, which requires great care and sensitivity to handle effectively. The disturbing plot can be difficult to watch, and it is a testament to the skill of the filmmakers that they were able to bring this story to life in such a powerful and evocative way. Lyne successfully brings this matter to the public, gaining more positive feedback than negative ones. Because people realize that Lyne wants to show the other perspective of pedophilia.

a) Character

Fernandoschiavi: *Lolita*

b) Themes

Fernandoschiavi: *Following a cadenced atmosphere to guide his work, Adrian Lyne brings here a daring film about the synthesis of human sexuality and its inconsistencies.*

c) Events

Fernandoschiavi: *In view of this opportunity, the man ends up putting out a more instinctual side, without caring about the consequences, developing a relationship with the figure of the innocent teenager.*

3.2. Discussion

According to the result of this study, the audience reception to Adrian Lyne's "Lolita" has been

sharply mixed, with 173 comments divided into 113 positive and 60 negative assessments. This disparity is largely attributed to the various perspectives on the movie's fidelity to the novel, overall quality, and the performances of its actors and actresses, cinematography, and narrative. Some viewers have expressed a preference for Lyne's adaption is preferable to previous "Lolita" renditions. They praising the film on its narrative style, which they say effectively reduces the complex concepts of Vladimir Nabokov's work while meeting audience expectations. The presentation is viewed as more direct and less comical, which appeals to people who value a serious approach to the contentious subject matter. Fans also praise the high-quality cinematography and outstanding performances from the ensemble, which they believe contribute to a captivating and visually pleasing film. Additionally, the movie's ability to balance between the artistic expression and moral responsibility has been praised by some, who appreciate the director's willingness to tackle the sensitive subject matter head-on.

On the other hand, some critics argue that the film is problematic because of its explicit and provocative representation of relationships between adult man and teenage girls. They argue that the film deviates too far from the novel's original aim and tone, failing to portray the subtleties and nuances of Nabokov's writing. These viewers believe that the adaptation's handling of delicate subjects is improper and exploitative, detracting from the source material's literary characteristics. The negative reaction is further exacerbated by a belief that the film's treatment of contentious issues lacks the essential compassion and depth, resulting in a distortion of the novel's fundamental messages. Furthermore, some critics argue that the movie's focus on the sensational aspects of the story, such as the taboo relationship between Humbert and Lolita, overshadows the deeper themes and messages that Nabokov intended to convey. In general, the opposing viewpoints reflect the difficulties involved in adapting a complex and challenging literary work such as "Lolita" for the screen. The film's reception emphasizes the subjective nature of interpretation and the diverse expectations people have of adaptations of beloved works.

A similar outcome also found in (Zabalbeascoa, 2016) in a study titled "Censoring Lolita's Sense of Humor: When Translation Affects the Audience's Perception" that Adrian Lyne's Lolita is more faithful rendering of the book than Kubrick's. Zabalbeasoca in his study mentioned that as a major feature of Lolita 1962, particularly when compared to Lolita 1997, it must be addressed in any dubbed or subtitled version, unless it is purposefully removed or diminished because it is expected to promoting pedophilia. In Lolita 1962 version, Stanley Kubrick uses humor to talking about wrong relationship with underage girl in a funny way.

In contrast, instead of focusing on what are factors inside the movie that influenced viewers about this adaptation, (Putri, 2020) in the study titled "Pedophilia in Adrian Lyne's Lolita Movie (1997): An Audience Response By Gender focuses on analyzing the view of a love affair between an adult man and an underage girl, and to analyze the view of audience's about underage marriage. The result of the audience view divide into two section regarding the early weddings between adult men and under age women, the audience's opinions were divided, with some in agree and others against. Taken from this study outcome, it is clearly to see that on how Lolita movie open a new insight for them to choose whether is good or bad relating on this underage relationship.

This study has the advantage of carefully selecting participants and objects that are closely related to one another, thereby enabling a more detailed examination of the relationships and interactions between them. The selection of appropriate subjects and objects is critical to ensuring that the study may investigate important and significant links and interactions, which can lead to more valid research findings that reveal deeper insights. Careful selection also aids in deceasing bias and boosting the accuracy of the findings, allowing the study to make a significant contribution to the subject of study under investigation.

On the other hand, this study is limited by the amount of data available to support its conclusions

and findings. The lack of complete data, perspectives, and facts on the efferent reading approach is a significant challenge, as it restricts the study's ability to provide a comprehensive understanding. The study's conclusions are based on a limited number of sources and fragmented information. Because of the small sample size and limited scope of data, it is necessary to exercise caution when interpreting the results, as the subtleties and nuances of the efferent reading technique may not be adequately captured. Furthermore, searching for and evaluating this limited data takes time, complicating the study process. Locating relevant research, analyzing their data, and synthesizing them into clear conclusions takes a significant amount of time and work. These constraints limit the depth of analysis required to provide a comprehensive knowledge of the efferent reading technique, implying that additional research with more broad and diverse data sources is required to validate and build on the initial findings presented in this study. Moreover, the study's reliance on a limited number of sources may also lead to a lack of diversity in perspectives and methods, which can further restrict the study's ability to provide a comprehensive understanding of the efferent reading approach.

Because there are still many weaknesses in this study, perhaps it could be used as material for future research. The study's limitation can serve as a starting point for further investigation, allowing future researchers to build upon the initial findings and address the gaps in the current understanding of the efferent reading technique. Additionally, the study's focus on specific aspect can provide a foundation for more in-depth analysis of the technique's applications and implications. By addressing the study's limitations and expanding the scope of the research, future studies can provide a more comprehensive understanding of the efferent reading approach and its role in reading comprehension.

4.   Conclusions

This study obtained the data through responses on IMDb, an online database that supply information about movies, television series, etc. Audiences' response is divided into two groups, out of a total of 173 comments found, 113 were positive (pros), and 60 were negative (cons). The major point of the divergence that influenced viewers' opinions included the novel accuracy, movie quality, including actors and actresses, cinematography, and storytelling. Pros believe that Lyne's "Lolita" is a good version of other "Lolita", they believed that Lyne's "Lolita" was a commendable version compared to other adaptations of the novel. A narrative that simplifies the idea of the novel, fulfills audience expectations, and less comedic. Others were opposed argued that it was inappropriate due to its explicit and provocative portrayal of relationships between adults and underage girls, and was considered too far from the novel.

The exploration of themes is highly influenced by the viewers' moral framework and ethical considerations due to the controversial and sensitive subject. Each viewer brings their own moral perspective to the interpretation of the story. Some may see Humbert sympathetically as a tragic figure, while others may feel disgust and even condemn him for his actions. It encourages viewers to question societal norms and moral boundaries as it revolves around illegal relationship that challenges traditional ethical standards. It prompts a critical examination of how society defines and enforces these standards, particularly in relation to the protection of minors. Moreover, ethical considerations explore issues of consent and the potential exploitation of minors, raising critical questions about the nature of consent and the profound power imbalances that can exist in such relationships.

In Lolita's Adrian Lyne version, many aspects, like characters, themes, and events, generally affect the viewer's viewpoint about the movie. Lyne's "Lolita" is more acceptable because of its superiority in its characterization, and brings theme about the synthesis of human sexuality and its inconsistencies. Despite the taboo theme of the plot, Lyne proves that he can successfully address a controversial theme in a powerful and evocative way.

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Introverted Students' Perceptions of the Yoodli AI in Public Speaking Course

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ABSTRACT

This research evaluates the impact of the developed artificial intelligence tool- Yoodli on public speaking skills as well as the confidence of introverted students. AI technology has grown rapidly in education, but little research focuses on its impact on introverted users. Qualitative methods are used, with data collection through observation and in-depth interviews. The results of the study showed that the majority of participants experienced significant improvements in public speaking skills and confidence after using Yoodli. These results show that Yoodli can be a useful solution for resolving introverts' difficulties when giving public speeches. Moreover, Yoodli may be customized to satisfy various individual demands and offer objective, consistent feedback. The research enriched the literature on learning public speaking skills by adding new perspectives on the use of AI.

Keywords: *introverted, public speaking, ai, noodle*

1. Introduction

English literature students are compulsory to take the course in public speaking. Public speaking skills must be possessed by students in the current digital era. Lucas explains that public speaking can change or produce something different in the world in a simple way, just by speaking. Apart from that, by mastering this skill a person can also rule the world because one of the characteristics of public speaking is persuasiveness; someone who has good public speaking ability can inspire and influence others to achieve common goals. As stated by Amelia, Dina (2022), public speaking plays an important role in various aspects of life. Now, this era is the Industrial Revolution, and public speaking skills are relevant to conveying and explaining knowledge effectively.

Unlike extroverts, the course is an immense challenge to introvert students. The characteristics of an introvert are always more nervous, fearful, and anxious while speaking in public. According to (Rahman, 2022), the average anxiety level of introverted students in public speaking is around 54, while for extroverted is around 48.9. Besides, according to Laney (2002), introvert prefers to avoid crowds, hesitate to talk, keep quiet when others are doing something, lose eyesight when meeting new people, move cautiously, and perform only in the activity they have chosen, not sharing their opinions freely. They are discomfort when do not have enough time alone, are overwhelmed, move, and respond cautiously to anything, any situation remains relatively unemotional and masks most feelings. This is because people with introverts have extra dopamine hormones. As stated by Laney (2002), introverted people have a lot of dopamine in their bodies, so when they are required to speak in front of a community, their anxiety and tension levels will increase. Dopamine is a hormone that organizes movement and the capability to move, including learning, working memory, cognition, emotions, and social interaction (Lieberman, 2000 in Rahman, 2022).

Hence, AI (Artificial Intelligence) can be described as a branch of Computer Science that aims

at building intelligent systems that are capable of solving problems that would otherwise be regarded as difficult for any human being to solve. AI systems are capable of perceiving their environment, being able to understand the collected data, and having the ability to learn and make decisions that are based on the data acquired (Saleh, 2019). In the context of education, AI can be used to increase the efficiency of public speaking training through the effective use of training methodologies for the course. The advantages of using AI in speaking are it can give individual advice, immediate response, and exemplify practice cases which can benefit learners for speaking enhancement. Public speaking also benefits introverted students as they get nervous or fear of speaking in public than extroverted students. In this case, using AI, one can ensure that introverted people become more confident in their Public Speaking, allowing the Performing Feedback to be given at their own pace with the soft help of AI, thus creating a protective atmosphere for Introverted people to learn. One example of AI in this context is Yoodli, an AI platform designed to help people improve their public speaking skills. Yoodli is an application that gives real-time comments, detailed coaching on the content, and Delivery of the speech by a user. This platform assesses other factors like the kind of words that are used, the rate at which one speaks, pitch, and even physical gestures. This platform is intended for practicing public speaking skills and completing special exercises and simulations with the help of AI; it indicates the presence of feedback and assessment of fragments in terms of the use of certain words, speaking rate, and intonation. Moreover, it is a platform with exercises that simulate public speaking that uses artificial intelligence to make real-time assessments of the user or to assess certain aspects of the user's speech such as the choice of words, rate of speech, and the use of tones among others. Some of Yoodli's main features include: Among the four, speech analysis has the following characteristics; 1) it provides general feedback on the manner, rhythm, pauses, and stutters during the speech, 2) it provides instantaneous feedback to the user when practicing speaking, 3) It gives specific suggestions where to focus while conversing, 4) It consists of sequences of structured practice and simulated situations for speaking in public. As stated above introverts feel uncomfortable when speaking in public, Yoodli assesses this problem, based on the rate of speaking, whether there are many 'um,' 'uh,' 'so' and 'well.', and where it is appropriate to speak at a slower pace, and pay more careful attention to what is said and how it is said.

The objective of this research is: to describe the introverts' perception of specific AI (Yoodli) that helps them to build self-confidence in public speaking; identify what aspects of the AI training are most helpful in the process of improving their self-confidence in performance; how AI training helps the introverts to regulate their performance that is being delivered during public speaking; to reveal the nature of changes in perceived self-confidence, and motivation to perform in public.

Thereby, this research has substantial implications to extend the knowledge regarding its findings in introverts' perspectives of AI-based public speaking learning. The identified insights can help educators and educational technology design and broaden the training of a much more effective public speaking experience for introverted learners, theories, and models.

Besides, according to Syam (2021) in (Mohammad et al., 2023), perception is the process by which individuals interpret information acquired through all five of their senses. Jafar (2019), defines perception as an ordered interpretation of stimuli that shape attitudes and actions. Therefore, perception refers to students' ideas, opinions, and thoughts regarding anything that affects how someone acts. According to Liem, et.al (2008), perception is divided into two categories: positive and negative perceptions. Positive perceptions, such as self-efficacy beliefs, which are positive perceptions about one's learning abilities, are related to the use of proper learning strategies and enhanced performance. Self-efficacy is defined as the extent of control over learning that students have; it implies that students with high self-efficacy are likely to be motivated and hence more involved in the learning process. Mastery motivational goals, which are concerned with gaining knowledge, lead the students to commit

themselves to mastering and using superior techniques to acquire knowledge. On the other hand, negative perceptions would result in poor work attitudes and pull back and consequently lead to low academic achievement levels. Students with low self-efficacy are less motivated and are likely to quit as soon as they find it difficult to solve a problem. Another type of achievement goal is performance avoidance, which day-to-day refers to avoiding failure, contributes to students' disengagement, as well as poor peer relationships. On the other hand, Sutikno (2005), defined learning effectiveness as the ability to enact planned learning to accommodate students' learning and to allow them to complete intended goals and objectives. In accordance with, Mayer (2008), effective learning is "the acquisition of knowledge, skills, and attitudes in a way that allows learners to apply what they have learned to new situations." Similarly, Sinambela (2006), lists several measures of how effective learning is: mastery learning, the efficacy of student activities, and the efficiency with which the instructor oversees instruction and how students react to constructive instruction. Hattie (2009), found other related influences on learning including feedback, teacher-student interactions, and students' self-regulation strategies. In addition, Ambrose (2010), describes seven principles of working knowledge including activation of prior knowledge, organization of knowledge, goal, repetition and feedback, development of students, and learning environment.

Therefore, the study also addressed an existing gap in the current knowledge and research regarding AI platform efficacy for public speaking especially applied to introverted students. The gaps that have been identified are 1) The limitation of research in the effectiveness of AI to enhance public speaking; the researchers overlooked the specific needs and limitations of introverted individuals regarding their overall performance via AI technologies. 2) The limitation of research addresses the opinions and experiences of introverted students learning with AI-based tools in the context of the performance of public speaking; many research addresses implementing AI for learning speaking generally or only for global measures, and little is addresses users' characteristics such as introvert. This limitation of research became a barrier to explaining how platform AI and other smart systems are designed and developed for introverts, in speech public speaking, 3) there is a need for qualitative research about the experiences of introverted students using Yoodli AI; based on the phenomenology approach to qualitative research, one gain a better understanding of how such students and, in particular, themselves perceive and use the Yoodli platform. Besides, quantitative research offers quantitative data on the efficacies of AI platforms but does not describe how these platforms assist academic introverted students enhance self-confidence in public speaking.

This research differs from previous studies by introducing new aspects, including the limited exploration of AI's impact on introverted users, particularly students, in assessing their impressions of AI platforms for public speaking. Moreover, the previous literature did not incorporate introverted users into their studies. This research offers insights to the developers of AI platforms and educational implementers on how to pay attention to the introverted learner, and finally, the use of a phenomenological qualitative research approach in the study is comparatively rare in the scholarship of employing AI in speaking teaching. Research often focuses on quantitative analysis; experimental studies, such as Junaidi's, "Artificial Intelligence in EFL Context: Rising Students' Speaking Performance with Lyra Virtual Assistance", employ quantitative method to analyze the effectiveness of the artificial intelligence (AI) application Lyra Virtual Assistant (LVA) in enhancing students ' speaking skills in English as a Foreign Language (EFL) classes. The results showed that LVA is an effective AI app for EFL students to improve their speaking skills. Therefore, the research from Hidayatullah (2024), "The Impact of Talkpal.AI on English Speaking Proficiency: An Academic Inquiry", employs a quantitative method to know how Talkpal. AI helps in improving overall fluency and the degree of impact in English-speaking lessons. The findings revealed that Talkpal is uniquely positioned in the market as a software whose benefits are most felt by patients with certain health conditions. AI

positively impacts.

Besides, the findings of this research are expected to contribute to enhancing the effectiveness of the Yoodli AI platform in assisting introverted students in boosting their public speaking self-confidence and achieving their full potential.

2. Methodology

This research uses a qualitative approach with a phenomenological design. According to Badil (2023), "phenomenology is the qualitative research inquiry that explores the lived experiences of the individual". Furthermore, Alhazmi (2022)defined that qualitative phenomenology is one of the research paradigms geared towards obtaining and discussing the students' beliefs and attitudes concerning their experience of transition. Therefore, this study is done to capture the nature of participants' interactions in the given situation and thus aims at describing the kind of experiences students meet in this new social educational context. Semi-structured interviews and focus groups occur to investigate the phenomenon with the heaviness of understanding the meaning of the experiences concerning particular situations.

Thus, phenomenology was chosen because it allows researchers to understand in depth the experiences and perceptions of introverted students when using the Yoodli AI platform to practice public speaking skills. In this approach, it is the student's understanding of the meaning of the experiences that are of fundamental importance in the context of AI technology usage.

The research sample consisted of 20 introverted students who took public speaking classes at Pamulang University. The 20 students were chosen as the research sample based on purposive sampling, which selects individuals specifically relevant to the study. This number was considered enough to provide clear insights into how introverted students perceive the use of AI in public speaking classes. It also aligns with qualitative research methods, which often use smaller, focused samples to explore topics in depth. Based on Sugiyono (2012), purposive sampling is defined as a method of selecting a sample with particular regard to the study. To get the sample this research used the personality test MBTI (Myers-Briggs Type Indicator), one of the instruments that is often used to determine people's personality characteristics (Setiawati, 2015).

This research was completed in two months from the inception of the study to the preparation of this report. From April 1, 2024, to May 30, 2024.. This duration was chosen to ensure the students get adequate time to engage with the Yoodli AI option as well as the exact amount of time they need to practice public speaking on their own. Apart from that, it is also to have a better perspective on the changes in their perceptions and skill acquisition.

This data collection involved the use of observation and semi-structured interviews to capture all the students' experiences. Observation was used to monitor whether the students were consistently using Yoodli at home on a regular schedule. The semi-structured interviews helped to identify the students' perceptions, current experiences, and attitudes toward the Yoodli AI platform after using it.

It's important to note that this study was conducted without any direct interference from the researcher. Every student completed the task independently at home because the medium used was online. Real-life situations were simulated in Yoodli when students practiced public speaking without supervision. Observation was conducted indirectly through journals maintained by the students. Every student was asked to keep a daily journal that recorded the time, frequency, and duration of their use of Yoodli,

Besides, The study was conducted independently at the students' homes for several reasons: First, AI tools allow students to train individually at home and at their own pace, which helps reduce the anxiety that often arises in classes with large audiences. This approach is especially helpful for introverted participants, who tend to feel more anxious in crowded social settings. Second, while students are expected to deliver presentations on their own, they often need to practice individually

before appearing in front of an actual audience. This approach helps to understand how students use Yoodli AI in scenarios that are closer to real-life situations, where constant supervision is not available. While appreciating this innovation, it's important to consider how well this technology can be integrated into students' study practices. Self-directed practice at home provides a better understanding of how AI tools can enhance public speaking skills in introverted learners.

In addition to observation through journals, semi-structured interviews were conducted to gain deeper insights into the students' experiences with Yoodli. These interviews allowed for open-ended discussions, enabling students to share their personal views and detailed feedback about their interactions with the AI platform. The semi-structured format provided flexibility, allowing the interviewer to explore specific topics in more depth based on students' responses. This method helped to uncover nuanced perceptions, such as how students felt about the platform's usability, the challenges they faced, and how Yoodli impacted their public speaking practice. By combining insights from both the journals and interviews, the study was able to comprehensively understand the effectiveness of Yoodli in supporting introverted students in their public speaking development. This approach ensured that the research captured a well-rounded view of the student's experiences and attitudes towards the AI tool, enhancing the overall understanding of its role in their study practices.

Then, the analysis of data using Miles and Huberman's theory (1984) in Sugiyono (2017), is conducted as follows:

1) Data Reduction.
   Data reduction is accomplished by compiling the gathered information. The primary concerns are chosen from the phenomena that have been noticed about the research topic. To examine the results in accordance with the needs of the research, all pertinent data are added as needed, concentrating on the crucial areas. The idea of Miles and Huberman state that less information is deemed unneeded based on observation, interview, and document review results. From the observation data, specific information was gathered including the ways the participants used the Yoodli AI platform, the actual and/or perceived feedback received, the features used by the participants, and the overall practice of public speaking at home. Note these were the field notes a person takes or notes that were not well arranged but once grouped they are put in order. The perceptions obtained from the interviews included impressions about the Yoodli AI platform, personal experience with the tool, the challenges faced, and the solutions offered. From the participants' reflective field journals, narrative data of their daily experiences and progress with the usage of the Yoodli AI platform were collected. These writings allowed them to read their private speeches, speeches that had been practiced, and their development in this area of public speaking.

2) Data Display.
   To find patterns and themes, the qualitative data from the data reduction step is presented using a data display. This step facilitates others' comprehension of the primary findings. To establish the respondents' experience using the Yoodli AI platform, the problems they encountered during its use, and their opinions on the efficiency of the platform in their public speaking skills improvement, the data collected is classified and analyzed.

3) Conclusion or Drawing/Verification.
   Conclusions are drawn and verified in the last phase. The entire qualitative data obtained from semi-structured interviews and reflective diaries is the basis for the results drawn from this Yoodli AI platform research.

Furthermore, to ensure the validity of the data, this research employed data triangulation as described by Sugiyono (2017). Data triangulation involves using many data sources, such as people, place, and time

(Hales David 2010 in Rosyidah 2024). In this study, data triangulation was applied by incorporating various data sources, including observation and interviews to collect information for the effectiveness of AI Yoodli for introverted students and understanding their perception.

3. Result and Discussion

3.1. Rresult

The results of this research are organized based on the key findings that emerged from the analysis of observation and interview data. These findings reflect introverted students' perceptions of using the Yoodli AI platform to improve their public speaking skills. The main findings identified are:

1. General Perception of Yoodli AI

Data shows that most introverted students have a positive view of Yoodli AI. They feel that the platform provides useful and detailed feedback on their speaking skills. Many students find features like live feedback and speech rate analysis helpful in identifying areas for improvement.

Observation: During the use of Yoodli, students appeared more confident and active in utilizing the various features provided, such as word usage and intonation analysis.

Interview: Students reported feeling more prepared and confident after practicing with Yoodli, as the feedback helped them address their concerns and anxieties about speaking in public.

2. The Effect of Yoodli on Anxiety and Self-Confidence

Yoodli's impact on students' anxiety and self-confidence is significant. Consistent use of Yoodli seems to reduce public speaking anxiety and increase self-confidence.

Observation: Students who previously exhibited high anxiety before presentations reported reduced anxiety after regularly using Yoodli.

Interview: Students felt that independent practice with Yoodli provided them the opportunity to practice in a more comfortable environment, which directly contributed to an increase in their self-confidence.

3. Difficulties Encountered in Using Yoodl

Students faced several challenges when using Yoodli, including difficulties with certain features and the need for clearer guidance.

Observation: Some students appeared confused with complex analysis features, such as intonation analysis and speech tempo.

Interview: Students expressed a need for additional guidance or more detailed tutorials to maximize the use of Yoodli's features.

4. Impacts of Yoodli on the Development of Speaking Skills

Yoodli has a positive impact on the development of students' speaking skills. The platform is effective in helping them practice and improve their speaking abilities.

Observation: Students showed improvement in their speaking skills from session to session, with

measurable enhancements in speech structure and delivery.

Interview: Students felt that Yoodli's structured exercises and specific feedback helped them improve their speaking skills and effectively convey their messages.

5. User Experience with Yoodli's Interface

User experience with Yoodli's interface affects students' overall experience positively or negatively.

Observation: Students generally found the interface easy to use, though some experienced initial confusion navigating certain features.

Interview: Feedback from students indicated that a more intuitive interface design or additional support in navigating features could enhance their overall experience.

6. Perceived Accuracy of Feedback Provided by Yoodli

Students' perceptions of the accuracy and usefulness of the feedback provided by Yoodli are crucial for understanding its effectiveness.

Observation: Students valued the accuracy of the feedback, especially regarding aspects like pronunciation and clarity, which they found consistent with their self-assessment.

Interview: Students expressed satisfaction with the relevance and precision of the feedback, stating that it helped them address specific aspects of their speaking performance.

7. Motivation and Engagement with Yoodli

How Yoodli affects students' motivation and engagement in practicing their speaking skills is an important factor.

Observation: Students who engaged more frequently with Yoodli's interactive features reported higher motivation to continue practicing.

Interview: Students mentioned that the platform's interactive nature and feedback mechanisms significantly contributed to their motivation for regular practice.

8. Comparison of Yoodli with Other Public Speaking Tool

Comparing Yoodli with other public speaking tools provides insights into its relative effectiveness.

Observation: Some students compared Yoodli with other tools and highlighted its detailed feedback and personalized approach as standout features.

Interview Students noted that Yoodli offered advantages over other tools in terms of detailed analysis and customized feedback, which they found more beneficial.

9. 9. Challenges in Integrating Yoodli into Regular Practice

Understanding the challenges students face in integrating Yoodli into their regular practice routines helps assess its practical application.

Observation: Students faced difficulties integrating Yoodli into their routines due to time constraints and varying comfort levels with technology.

Interview: Students suggested that integrating Yoodli into their regular practice would be easier with additional support or adjustments to their practice schedules.

10. 10. Future Recommendations for Yoodli Based on Student Feedback
Insights into what students believe could be improved or added to Yoodli guide future development.

Observation: Students recommended enhancements such as more personalized feedback options and clearer instructions for using advanced features.

Interview: Students suggested that incorporating features based on their feedback could make Yoodli a more valuable tool for improving public speaking skills.

3.2. Discussion

This study explores the experiences of introverted students who used Yoodli, an AI-powered tool, to improve their public speaking skills. Over the two months, participants shared their perceptions of how Yoodli influenced their confidence and abilities. The findings suggest that Yoodli played a significant role in reducing public speaking anxiety and fostering self-confidence among these students.

This study is different from previous research. First, this research introduces a new aspect that has previously received little attention, namely the impact of using AI on introverts. Most previous research, including Junaidi (2020) and Hidayatullah (2024), pays more attention to the quantitative approach to assess the impact of AI utilized to enhance speaking skills in the EFL setting. For example, Junaidi (2020) employed the quantitative approach to establish that the LVA positively impacts the speaking performance of EFL learners. Likewise, after researching Talkpal, Hidayatullah (2024) also found that the program AI facilitates the user to enhance their fluency in English.

This research provides new insight into the use of AI as a pedagogy, enriching ideas regarding the development of public speaking skills. These facts establish that AI does not only provide immediate and impartial feedback but also might be tailored to fit the requirements of distinct users, including introverts.

Based on the findings of this study, it can be suggested that Yoodli can indeed be a very valuable application to help students improve their speaking skills and it can be very beneficial to introverted students. It can be hired by any training institution or any educational program to make the available training programs even more enhanced in presenting workouts. It allows the student to work independently and be given precise feedback and timely responses, hence its effectiveness in helping to advance the learning process. Moreover, it can be useful for introverts who struggle with stress related to speaking in public further, because it allows practicing without excessive pressure. By incorporating this technology into the curriculum, it can produce better teaching programs and presumably better and more confident public speaking performers.

However, it is worth to note the following limitations of this study. First, while the sample involved 20 students who could be regarded as introverts, this sample appears slightly insufficient to be generalized to the entire population. The second limitation concerns the nature of data collection since the study employed qualitative research, and despite the advantages of this approach of yielding detailed

information, it could be less reliable since participants' experiences and perceptions may affect the findings of this study. Thirdly, the period of the study was two months, and thus the effectiveness of this tool could not be fully assessed in the given period. Furthermore, since the data were obtained based on participants' own experiences, social bias was a possibility where the participants provided higher scores as compared to the actual outcome of the treatment. Thus, one could suggest that future studies should involve samples with more participants and with participants' characteristics more diverse in terms of demographical features, as it could also increase the external validity of the study results. Furthermore, it is important to conduct a study that will adopt a longitudinal research design to determine the impact of using Yoodli in the long term. Future research could also nominate, which of the identified elements of Yoodli are efficient in the development of effective public speaking skills of introverted individuals as well as discover, whether similar tools can be applied in other cultures.

Therefore, for future research, it is suggested that to use the findings of the study in a more generalized way, a generalized research study should be designed with a large population sample and gender diversity. Overall, this research shows that Yoodli has great potential as an effective tool for practicing public speaking skills for introverted students. These findings highlight the importance of AI technology in providing personalized learning approaches and supporting the development of critical skills in today's digital era.

4. Conclusion

This study shows that Yoodli, an AI-powered tool, significantly increases introverted students' public speaking abilities and confidence. Once they used Yoodli for two months, the subjects saw notable gains in both categories. According to these results, introverted people's difficulties in public speaking situations can be successfully addressed by AI technology.

Unlike previous research, this study highlights the specific benefits of AI for introverted users, adding a new dimension to the existing body of knowledge. While earlier studies, such as those by Junaidi, (2020) and Hidayatullah (2024), focused on quantitative evaluations of AI tools in EFL contexts, this study emphasizes qualitative insights into the experiences of introverted users. Yoodli's ability to provide objective, consistent feedback and its adaptability to individual needs makes it a valuable tool for educational institutions and training programs.

The study has certain limitations, such as a limited sample size and a brief period of Yoodli use, but the findings are encouraging. Larger and more varied sample sizes, the use of longitudinal designs to evaluate long-term effects, and an examination of the precise Yoodli elements that most significantly enhance its efficacy should all be part of future research. Yoodli's potential will also be further validated by looking at how applicable it is in various cultural contexts.

Overall, Yoodli is an exciting way for introverted students to practice public speaking, and it emphasizes the importance of artificial intelligence (AI) in individualized learning and skill development in the digital age.

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Project-based English Learning to Increase Student's Motivation and Learning Achievement

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ABSTRACT

This quantitative experimental design research was aimed at finding out whether a project-based English teaching and learning activity affects the student's learning outcomes and motivation. A pretest and a post-test were given to know the students' skills before and after they joined the project-based teaching and learning process. The project was in the form of asking the students to cook any food on their preference in which they had to use English before, during, and after the process. The respondents were 11 female students which were chosen by using a simple random sampling technique. The result of the research was that the six respondents stated that they strongly agreed that project-based English teaching and learning increased their learning motivation. In addition, 5 respondents stated that they agreed. Hence, no respondents said that it was not motivational. The research also showed that there was a significant increase of 13 points in the average score between the pretest and post-test results. It means the use of project-based teaching and learning activity was scientifically proven to be effective in increasing the student's learning motivation and outcome.

Keywords: *project-based teaching and learning, learning outcome, motivation*

1. Introduction

Education is a lifelong learning process that is passed down from generation to generation through training, learning, and skills improvement which includes a change in mindset from not knowing to knowing. It is also interpreted as an effort to change one's behavior toward better improvement. This is in line with the definition of education in the Indonesian Dictionary which states that education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. In addition, the process of changing this behavior involves educators and students which is not only carried out formally but also informally (Hamalik, 2000). This process is referred to as the learning process which (Helmiati, 2016) must carry out consciously and in a structured way. It can be concluded from several statements above that education is a learning process that involves educators and students which is carried out consciously to lead the students into better behavior and indeed better attitudes.

To reach the goal, of a better personal change, several factors must be considered. One of them is motivation. Motivation is something that attracts someone's interest in doing an activity, including in the teaching and learning process (Sardiman, 2004). Motivation is also one of the important factors that influence learning and learning outcomes. Someone who is motivated tends to devote all his abilities to obtain optimal learning outcomes by the expected goals (Setyowati, 2007). This is also supported by

(Hamalik, 2000) that students who have higher motivation tend to be more successful in the teaching and learning process than those who have low motivation. Therefore, the learning process must use a good model or method in such a way that the learning process can become a magnet for students to come and join the process actively. The learning process is how a class or the process of achieving the learning objectives is programmed or managed in consideration of the learning direction. The learning direction in Indonesia as stated in the newest curriculum, 2013 curriculum, is to give the learners high-order thinking skills so that the output profiles are hoped to meet 4Cs; Critical Thinking and Problem-solving, Communication, Collaboration, Creativity, and Innovation. Those 4Cs are known as the twenty-first-century skills that need to be developed and introduced since the early level of education.

Hence, teachers now need to be able to create a learning process whose characteristics must be directed toward the fulfillment of the 4Cs above. The learning process itself is applied by educators and students by using a certain learning model. Based on (Helmiati, 2016), the learning model is a strategy used by educators to achieve goals in learning that can be realized. The learning models applied should be interesting, integrative, holistic, scientific, contextual, thematic, effective, collaborative, and student-centered. The learning models that meet such characteristics and are seen as having the potential to integrate technology and be applied flexibly at various age levels, levels of education, and fields of study, teachers can adapt to school conditions include discovery learning, project-based learning, self-directed learning (SDL), contextual learning (doing), role-playing and simulation, cooperative learning, collaborative learning, and small group discussions. (Riska Wulandari, 2021).

One of the current learning models that is widely applied is Project Learning usually shortened into PBL. Many previous studies proved that PBL is considered to be an effective learning model applied in today's class. In PBL, students are becoming the main actors in the teaching and learning process. Students are conditioned to make work related to learning material by the problem at hand. It focuses on building the creativity of students and educators. Moreover, PBL is also believed to be a learning model that can stimulate increased critical thinking in students. Because of the implementation of PBL, the creativity that is raised will encourage students to be able to think critically and solve each problem logically. From here, it is believed that students will more easily adapt to the complexity of real-life problems that they will encounter in the future. PBL is proven to be useful for training students in problem-solving, obtaining knowledge or key concepts from the material, training critical thinking skills, increasing scientific literacy, constructing their knowledge, growing motivation and self-confidence in learning, improving communication and working together in groups, and facilitating student involvement. (Nurhayati et al., 2023)

PBL is said to be a learning method that pushes the students to engage more in the teaching and learning process which will lead them to get to know the concept and the principles of what they are learning, be able to analyze any problem they might find, and give solutions for it. (Niken Gusti Amanda; Lulu Tunjung Biru;Dwi Indah Suryani, 2023) Learners drive their learning through inquiry and work collaboratively to research and create projects that reflect their knowledge. Project-based learning is a learning model that involves students in problem-solving activities and gives students opportunities to work autonomously to construct their learning and the culmination is to produce products. The products produced can be in the form of designs, schemes, writings, arts, technological works, or other products of value. Project-based learning is different from other learning models because it has the principles of centrality, driving questions (focusing on questions or problems), constructive investigation, autonomy (autonomous design), and realism. The principles of project-based learning can then become the basis for determining learning steps. In addition, (Widiasworo, 2017) said that the steps of the project-based learning model consist of determining fundamental questions, designing project plans, compiling schedules, monitoring students, testing results, and evaluating experiences.

Furthermore, there is also an opinion Bransfor and Stein (Warsono, 2017) which defines that

"Project-based learning is a comprehensive learning approach that involves students in investigative and cooperative and sustainable activities". (Wena, 2010) states that Project Based Learning (PBL) is a learning model that provides opportunities for teachers to manage classroom learning by involving project work. (Damayanti et al., 2020) added that Project-based learning has enormous potential to create learning experiences more interesting and beneficial for students. From the above opinion it can be concluded that Project Based Learning (PBL) learning involves students in investigative activities, and provides opportunities for teachers to manage classroom learning by involving project work, Project Based Learning (PBL) project-based learning has enormous potential to make the learning experience more interesting and useful for students in which they engage more toward the class. (Almulla, 2020). They became more actively involved in the work, actively communicated, and collaborated with their peers to achieve the learning goal. (Kokotsaki et al., 2016).

Indeed, the purpose of the Project Based Learning (PBL) Model is also explained in the book Teacher Training Materials for Implementation of the 2013 Curriculum, stating that each learning model must have a purpose in its application. The objectives of Project-based Learning (PBL), include: 1) Improving students' ability to solve project problems. 2) Acquiring new abilities and skills in learning. 3) Making students more active in solving complex project problems with real product results. 4) Developing and improving students' skills in managing materials or tools to complete assignments or projects. 5) Increasing student collaboration, especially in group PjBL. Based on the explanation above, it can be concluded that the purpose of the Project Based Learning (PBL) learning model is to improve students' ability to solve project problems, gain more ability from the applied model, make students more active in the learning process, develop and improve student skills, and also improve collaboration and interaction between one student and another because project learning is group or team.

Furthermore, Project Based Learning or PBL can be applied in teaching and learning activities in all subjects. One of the subjects that support the rapid advancement of technology is English. English is universal in nature and is used in various needs of scientific development. English is also believed to be a factor that is quite dominant in various scientific disciplines and advances human thought. Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning "Content Standards for Elementary and Secondary Education Units in each Subject" explains the need to provide English subjects to all students from an early age at the most basic education level so that students can think logically, analytical, systematic, critical, and creative. In addition, so that students can have the ability to cooperate. These competencies are very necessary so that students can adapt to various changing times because they already can obtain, manage, and make good use of information.

Considering the above needs, the Islamic Entrepreneur School of Al Atsar Solo (hereinafter written AL Atsar Solo) makes English one of its four main programs, namely Language and Logic skills. Apart from English, this Language and Logic competency also includes survival skills or life skills. This is a manifestation of efforts to realize the school's vision and mission, namely to produce young entrepreneurs with noble characters. Therefore, English is given every semester starting from class X to class XII. Unfortunately, the results of learning English for the first batch (grade XI) of Al Atsar Solo are still far from expectations. Based on interviews conducted by the researchers, the English teachers said that the student's engagement in the process of English teaching and learning is still low. Hence, the average achievement is still low either. Lack of vocabulary and monotonous teaching techniques also contribute to the student's achievement which is still under the school's target. The students have given the same opinions too. They said that the English lessons they received in class X were less interesting and tended to be monotonous. Therefore, they feel less motivated to learn English activities. Moreover, the students said that they tend to enjoy fun but challenging teaching techniques that can make them more engaged in the process.

Based on the findings above and that the Al Atsar Solo curriculum concept provides a larger portion of hands-on practice than theory or classical class, the researchers concluded that Al Atsar Solo needs a more attractive English learning model that can engage the students more toward the teaching and learning process. Project Based Learning (PBL) method is considered suitable to apply in this school since its curriculum focus is mostly on giving more practical work for the students to meet the school's vision and mission.

2. Methodology

The research method used was descriptive quantitative. Students of Al Atsar Solo were divided into two major groups, namely male and female. The sampling technique was carried out randomly by choosing one of the two rolled papers with 'male' or 'female' written on each of them. The randomly taken rolled paper was the one with 'female' writing, therefore the respondents of this research were the female students of the eleventh grade of Al Atsar Solo. The number of respondents was eleven students.

Meanwhile, the research design used was a pre-experimental design which was popularized by Soegeng (2016) (Rahayu & Nugraha, 2018) as illustrated in the following figure:
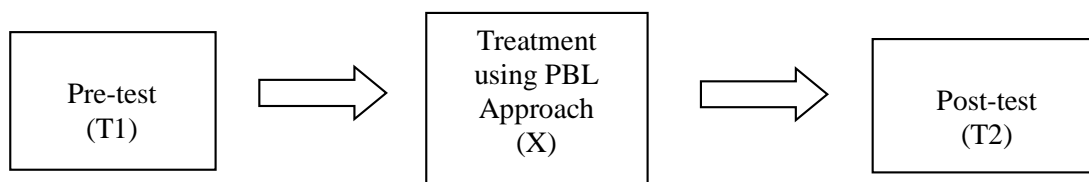

Figure 1: Research Design Framework

The following is an overview of the PBL model implementation process:

1. Giving a pre-test (T1) to all respondents at the beginning of the English learning period. This aims at finding out the initial provision of English language skills for students. The pre-tests were presented in an oral form in which respondents were asked to explain the flow of PPDB Al Atsar Solo, told about their best moments with their respective fathers, and shared their opinion about the student recruitment process (PPDB) of Al Atsar Solo.

2. Giving treatment (X) to all respondents learning English using PBL. At the beginning of this treatment period, the teacher explained the material that the respondents had to master. The material used was about stating processes, telling experiences that had occurred, and expressing opinions. After that, the respondents were divided into 3 groups. Each group was asked to discuss the product they would make, and then start making the product where all respondents had to use English during the activity.

3. a post-test (T2) was done to find out the average ability of all respondents to explain the process of making their respective group's products, share experiences when making their products, and express opinions about the learning process using PBL.

4. Comparing the average values of T1 and T2 to find out whether there is a significant difference between T1 and T2.

5. Concluding whether PBL-based learning is proven to be able to improve the English language skills of Al Atsar Solo students.

Data was collected using three techniques, namely tests, documentation, and questionnaires. The

test was carried out twice, namely before and after treatment to find out the average ability of respondents in English, especially the ability to explain processes, tell about activities that have been carried out, and express opinions. Documentation was used to obtain data about the population, sample, pre-test, and post-test results. Meanwhile, a questionnaire was given to respondents to find out whether PBL could increase their motivation in learning English hence increasing their achievement. The questionnaire was composed by using a Likert Scale (Ir. Syofian Siregar, 2017) as explained below:

Very Disagree	Disagree	Neutral	Agree	Very Agree
1	2	3	4	5

Figure 2. Likert Scale

Here are the research instruments used in the questionnaire:

1. The projects given during the English classes make me more motivated to learn English
2. I am thrilled anytime I get involved in the English class projects
3. I get more challenged in learning English while engaging in the class projects
4. I get more involved and feel more enthusiastic about conducting the English class Projects
5. The project learning model makes me understand more about the English materials

To make the data collection much easier, the instruments were delivered to the respondents by using the Google form application. The respondents just needed to use their cellular phone to answer the questionnaire items in the Google form link sent to their WhatsApp group. Once all of the respondents had completed the form, the data then could be collected and interpreted directly

Meanwhile, the assessment of the speaking ability in the pre-or post-test used a speaking scoring rubric. Rubic is a set of logical criteria to assess the student's work completed with a general description showing their level of competence (Titik Ismailia, 2021). The speaking assessment rubric used in this research was adopted from ETS' Speaking Band Descriptors proposed as the following:

Table 1. ETS' Speaking Band Descriptors

60	• Communication is almost always effective: task performed very competently.
	• The speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions.
	• Native-like repair strategies
	• Sophisticated expressions
	• Solid content
	• Almost no listener effort required
50	• Communication is generally effective: task performed competently.
	• Speaker volunteers information, sometimes with effort; usually does not run out of time.
	• Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting
	• Expressions are sometimes awkward
	• Generally strong content
	• Little listener effort required
40	• Communication somewhat effective: task performed somewhat competently.
	• Speaker responds with effort; sometimes provides a limited speech sample and

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	sometimes runs out of time.
	• Sometimes excessive, distracting, and ineffective repair strategies are used to compensate for linguistic weaknesses (e.g. vocabulary and grammar)
	• Adequate content
	• Some listener effort required
30	• Communication generally not effective: task generally performed poorly.
	• Speaker responds with much effort; provides a limited speech sample and often runs out of time.
	• Repair strategies excessive, very distracting, and ineffective
	• Much listener effort required
	• Difficult to tell if a task is fully performed because of linguistic weaknesses, but function can be identified
20	• No effective communication: no evidence of ability to perform a task.
	• Extreme speaker effort is evident; a speaker may repeat a prompt, give up on a task, or be silent.
	• Attempts to perform task end in failure
	• Only isolated words or phrases are intelligible, even with much listener effort
	• Function cannot be identified

However, to make the scoring much easier to carry out, the band score by ETS above was then converted into a scale of 10 – 100 by adding 40 points for each level as seen in the following Table 2

Table 2. Converted Speaking Band Descriptors

100	• Communication is almost always effective: task performed very competently.
	• The speaker volunteers information freely, with little or no effort, and may go beyond the task by using additional appropriate functions.
	• Native-like repair strategies
	• Sophisticated expressions
	• Solid content
	• Almost no listener effort required
90	• Communication is generally effective: task performed competently.
	• Speaker volunteers information, sometimes with effort; usually does not run out of time.
	• Linguistic weaknesses may necessitate some repair strategies that may be slightly distracting
	• Expressions are sometimes awkward
	• Generally strong content
	• Little listener effort required
80	• Communication somewhat effective: task performed somewhat competently.
	• Speaker responds with effort; sometimes provides a limited speech sample and sometimes runs out of time.
	• Sometimes excessive, distracting, and ineffective repair strategies are used to compensate for linguistic weaknesses (e.g. vocabulary and grammar)
	• Adequate content

	• Some listener effort required
70	• Communication generally not effective: task generally performed poorly.
	• Speaker responds with much effort; provides a limited speech sample and often runs out of time.
	• Repair strategies excessive, very distracting, and ineffective
	• Much listener effort required
	• Difficult to tell if a task is fully performed because of linguistic weaknesses, but function can be identified
60	• No effective communication: no evidence of ability to perform a task.
	• Extreme speaker effort is evident; a speaker may repeat a prompt, give up on a task, or be silent.
	• Attempts to perform task end in failure
	• Only isolated words or phrases are intelligible, even with much listener effort
	• Function cannot be identified

3. Result and Discussion

3.1. Rresult

This research was conducted in the odd semester of the 2022/2023 academic year at the Islamic Entrepreneur School of Al Atsar Solo. As explained above, the respondents were Al Atsar students of classes X and XI who were randomly selected from two rolls of papers with a male or female written on them. At the beginning of this research period, the respondents' initial abilities were explored by giving oral tests about the procedures for PPDB Al Atsar Solo, the most enjoyable experiences with their mother, and their opinions about the school's PPDB process.

In the Pre-test, the respondents were asked to make a short speech about one of the following topics:

1. The Procedure of Student Enrollment (PPDB) in Al Atsar

2. My Best Moment with My Mother

3. My opinion about The Student Enrollment Process (PPDB) in Al Atsar Solo

On the first day of the research execution, the researcher explained to the respondents what the research was about, and told them what they would do and experience during the research period to have the same perception between the respondents and the researchers. After that, a pretest was given. Firstly, the researchers explained to the respondents about the test and its goal. After that, one respondent was asked to go to the front to take one of the rolled paper numbers 1, 2, or 3 written on it. The number represented the topic number. Next, the respondent had 10 minutes to prepare. After that, he was asked to present his or her speech in front of the other respondents. Meanwhile, another respondent was called to do the same thing as the first did. The process went on until all respondents delivered their speeches.

During this speech delivery, the researcher observed the presenters one by one and scored their performance on a scale of 10 – 100 according to the Converted Band Descriptors as explained above. The result of the pre-test was as follows:

Table 3. Data Distribution of Pretest

Group	Interval	Mean	Frequency	%
1	29 – 39	35	0	0%
2	40 – 50	45	0	0%

3	51 – 61	60	2	18%
4	62 – 72	66	5	45%
5	73 – 83	77	4	37%
6	84 – 94	-	0	0%
		Total Number	11	100%

Table 3 shows the distribution of data taken from the respondents' pretest scores. There were 11 respondents in this research. As can be seen from Table 3, there are 2 respondents with an average score of 60 or 11% of the respondents' total number. Meanwhile, 5 respondents got an average score of 66 or 45% of the total respondents. Finally, there were 4 respondents, or 37% who got an average score of 77. It can also be seen that the average score obtained by respondents at this stage is in groups 3, 4, and 5. Group 4 occupied the first position, namely with several respondents as many as 5 followed by Group 5 with as many as 4 respondents, and the 3rd group with as many as 2 respondents. The pre-test data distribution is seen in the following chart:
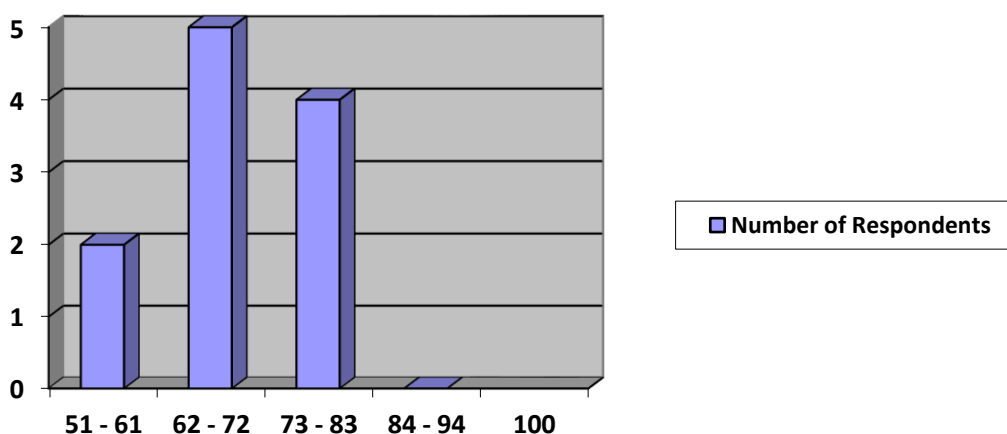

Chart 1: Pre-test Data Distribution

After conducting the pre-test and getting the respondents' initial scores, the researchers started the implementation of Project Based Learning in the respondents' English teaching and learning activities. Firstly of course the researchers conducted a kind of meeting to have the same perception about what the English classes would be like. The researchers also explained to them the notion of PBL and how it would be applied in the classes.

After the PBL implementation period was over, a post-test was delivered to find out whether the respondents achieved better English skills or not and whether PBL significantly influenced the respondents' motivation, and as a result, their learning outcomes increased. The topics given in the post-test were similar in the language skill matter to those in the pre-test. They were:

1. The process of making a product

2. The interesting experiences of making a product

3. The opinion of PBL in the English teaching-learning process

The procedure of the post-test was also the same as those done in the pre-test. One by one respondent was called to go to the front of the class and deliver a speech based on the topic he or she had randomly chosen. The result was as follows:

Table 4. Data Distribution of Post-test

Group	Interval	Mean	Frequency	%
1	29 – 39	35	0	0%
2	40 – 50	45	0	0%
3	51 – 61	60	0	0%
4	62 – 72	66	2	18%
5	73 – 83	79	7	64%
6	84 – 94	88	2	18%
		Total Number	11	100%

Table 4 shows the distribution of the resulting data after the implementation of the post-test. The highest number of respondents with an average value of 79 is in the 5th value group, namely with a value interval of 73-83. The number of respondents in this interval is 7 or 64% of the total respondents. Meanwhile, the 4th and 6th score groups both had 2 respondents or as much as 18% with an average score of 66 for the 4th group and 83 for the 6th group. The following chart shows the post-test data distribution clearly.
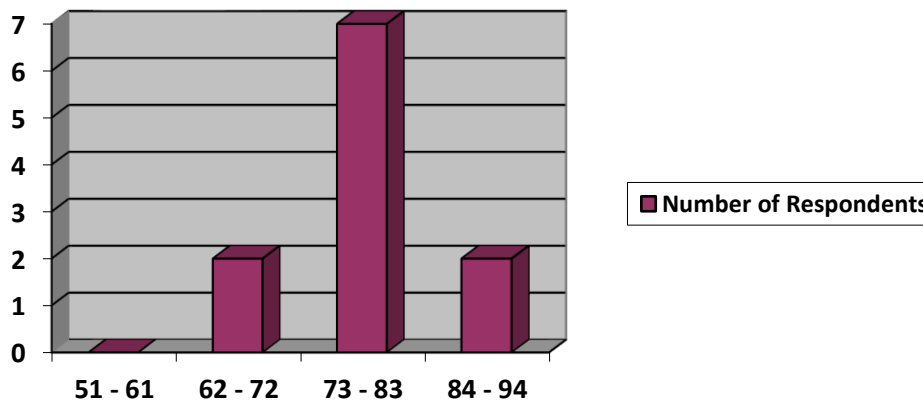

Chart 2: Post-test Data Distribution

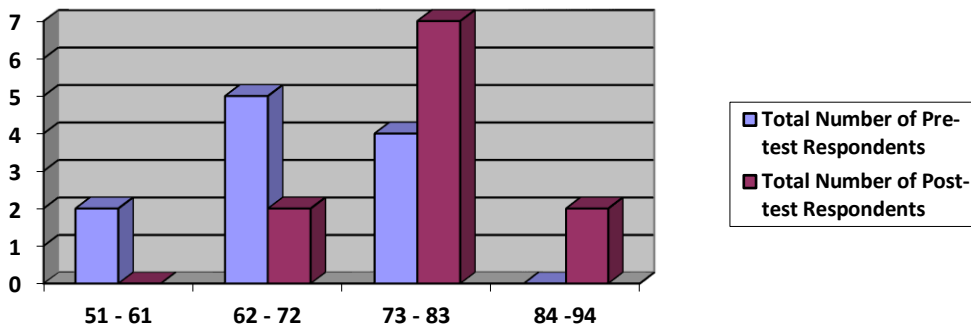The following chart shows a clear comparison between the data distribution of the pre-test and post-test:

Chart 3: Pre-test and Post-test Data Distribution

It is seen from Chart 3 that there is a significant increase in the respondents' learning outcomes

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after they experienced a period of PBL teaching and learning activities. Meanwhile, the Data Recapitulation obtained in the Pre-Test and Post-Test is recorded in the following Table 5.

Table 5. Data Recapitulation in Pretest and Post Test

	Pre-test	Post-test
Highest score	78	87
Lowest score	55	65
Average	68	78

Table 5 shows a comparison of the values obtained by respondents in the pretest and post-test. The difference of these values is quite significant. In the acquisition of the highest score, it is clear that there is a difference of up to 9 points, in the lowest score there are 10 points as well as in the average value. In addition, if you look at the comparison of the value groups in Table 3 and Table 4, it is clear that there is also an increase in the value group. In the pretest, there were no respondents who occupied the 6th score group with a value interval of 83 - 93 but in the post-test, there were 2 respondents who managed to get scores in the 6th group. So it can be concluded that learning with the PBL model also has a significant effect on increasing student learning outcomes as well as increasing learning motivation.

The Effect of PBL on Motivation to Learn English

After the treatment of learning English using the PBL model, the respondents were asked to fill out a set of questionnaires that had been prepared by the researcher containing statement items about the PBL model they had experienced during their English learning activities and its effect on their motivation to learn English. The result can be seen in the following table:

Table 6. The Effect of PBL on Motivation to Learn English

No	Likert Scale	Total Number of Respondent's Answer	%
1	Very Agree	6	55%
2	Agree	5	45%
3	Neutral	0	0%
4	Disagree	0	0%
5	Very Disagree	0	0%
Total Number		**11**	**100%**

Table 6 above explains that of the total number of respondents who strongly agreed that PBL-based learning can increase learning motivation, there were 6 students. The other 5 students unanimously stated that they agreed that their motivation to learn English had increased because the learning used the PBL model. From Table 6 above it can be seen that none of the respondents stated Neutral, Disagree, or Strongly Disagree.
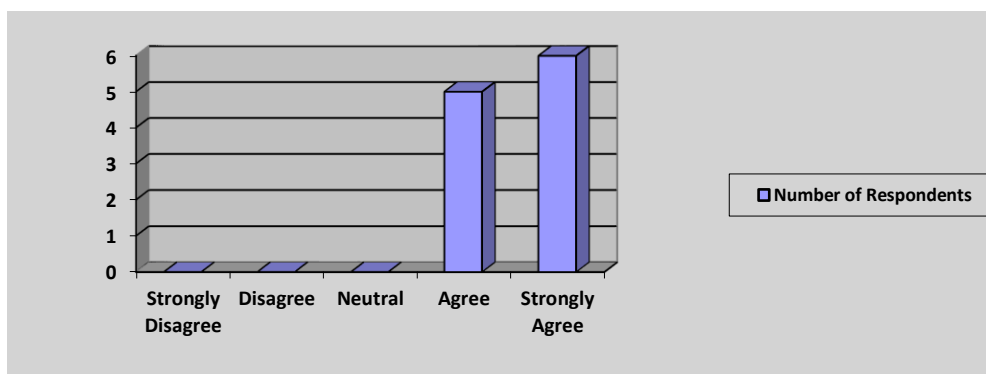
Chart 4: The Effect of PBL on Motivation to Learn English

In addition, Chart 4 above gives a more obvious illustration of whether the PBL model used in the English teaching and learning process had increased the respondents' motivation to participate in the class, enhanced their involvement during the process, made more efforts to be able to use their English skills, hence it increased their learning outcomes.

3.2 Discussion

Based on the result of the study above, it can be concluded that the Project Based Learning model is significantly proven to be able to increase students' motivation in learning. Therefore, the possibility of success in achieving good learning outcomes has a large opportunity. This agrees with what (Nurhayati et al., 2023) found in their study that PBL help students develop their critical thinking skills, problem solving abilities, communication skills, ability to connect theory with concepts, increasing motivation which influences the willingness to learn further and student involvement in the learning process which ultimately can improve literacy. Hence it helps them obtain better learning outcomes. PBL makes students' motivation increase, hence increasing their enthusiasm to participate in the learning activities. As a result, their learning outcomes also increase. (Preeti et al., 2013). This is in line with the findings of the research conducted by (Yusika & Turdjai, 2021) which concluded that learning using the PBL model proved to have a positive effect on improving student learning outcomes. Their research also aimed at improving student learning creativity, especially in art but it can be applied in many aspects. Creativity is an important thing for students because creativity is an individual mental process that gives birth to effective new ideas, processes, methods, or products that are imaginative, flexible, successive, and discontinuous, which are useful in various fields for solving a problem. So creativity is part of one's business. Creativity can become art when someone does activities. From that simple thought, the author carries out all activities that aim to stimulate or explore student creativity. The same thing research was also conveyed by (Made et al., 2014) that learning with PBL is proven to be able to improve students' English language skills as well as further develop their critical reasoning abilities.

Moreover, there is research (Wulandari, 2020) that also proves that PBL in Thematic learning can scientifically improve student learning outcomes, help make students active in responsibility and collaboration, and provide fun learning experiences. Thus, students become more motivated to take lessons so that it is easier for them to absorb the material and apply it in real life. The research also explained that project-based Based Learning (PBL) can be a model, strategy, or method of student-centered learning. Students are invited to develop their abilities exist within them by creating learning projects (activities), so expected to develop creativity and critical thinking skills they will wake up with the use of this model where to complete a project is necessary effort and hard work and work diligently

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cooperatively with the group. The use of learning models in learning activities is an effort that can be made to achieve the goal of a lesson. The use of variations in learning models that teachers use in learning is expected to increase the motivation of students towards thematic learning. Where good learning is between educators and capable learners interact collaboratively well, so what is called with learning activities in class not again just a teacher convey material students listen to and record it, they can too take an active part in the activity discussion, express opinions, explore their knowledge have and try to share it on learning environment in the classroom so learning activities become more Interesting and can increase motivation within students.

Likewise, what was found by (Rafik et al., 2022) stated that this research has the purpose of knowing the impact of Project Based Learning (PBL) on the creativity of students to face the 21st century. Creativity doesn't just create students can solve a complex world problem, but also can have an impact on their way of thinking. Students can think more critically and adapt again with the accompanying concepts of existing science. Therefore, it can be concluded that the learning model very project based learning (PBL). The influence on learning purposes in the 21st century. This learning model can improve existing aspects of life, such as science and technology. Besides that, the project based learning learning model (PBL) can also affect the results student learning because students can explore concepts or knowledge that is already available so their understanding also got better.

Moreover, the other research which analyzed the PBL came from (Ferawati Wahida1 & , Nurdin Rahman, and Siang Tandi Gonggo, 2025) that described that Project based learning have a significant effect on students' creative thinking skills. This is due to the syntax of learning on project-based learning model can help students to develop thinking skills creative. In the initial phase (engage phase), the teacher gives opening questions related to the concepts to be learned and students trying to answer the teacher's question provide a hypothesis, and give argument for the answer. In this phase students able to understand the problem, deliver information in their own language, students think of products that can be made with using used materials in terms of these students have associated with objects in everyday life. So that, at this stage, you have trained skills students' creative thinking especially aspects of thinking fluent and flexible thinking.

Some researches above gave result that Project Based Learning model can be applied to study English in teaching learning process in order to not only to improve the student's creativity but also to raise up the student's achievement in the class. So that the teaching learning process become fun and not monotonous.

4.   Conclusions

From the analysis of the data and presentation above, it can be concluded that learning English using the Project Based Learning model has been scientifically proven to increase students' motivation and learning outcomes. This PBL model is also proven to be able to grow their creativity and critical reasoning abilities. Therefore, the need to develop and apply PBL in all subjects is greater so that the learning process runs more pleasantly, fosters more enthusiasm, motivation and curiosity of students so that indicators of the success of the educational process can be realized better.

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Implementation and Teachers' and Students' Perceptions Toward English Program at Darunnajat Islamic Modern Boarding School

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ABSTRACT

This research aimed to explore the implementation of the English program and teachers' and students' perceptions toward the English program at Darunnajat Islamic Modern Boarding School. The subjects of this research were two English teachers and forty students of Darunnajat Islamic Modern Boarding School. Mixed-method research was applied to describe the implementation of the English program and teachers' and students' perceptions toward the English program at Darunnajat Islamic Modern Boarding School. The researcher used observation, interviews, questionnaires, and documentation to collect data from the subjects. The result shows that the implementation of the English program in Darunnajat Islamic Modern Boarding School includes English public speaking, English courses, and English conversation. Teachers and students gave positive and negative perceptions of the English program at Darunnajat Islamic Modern Boarding School. Based on teachers' perceptions, the English program has very important benefits, and functions and makes students more confident, even though they also think that the program is burdening for students who dislike it. Based on students' perceptions, the English program can help students be more disciplined and communicative. However, they think that the program cannot give enough motivation to practice speaking and improve their vocabulary mastery.

Keywords: *perception, english program, Islamic modern boarding school*

1. Introduction

The most powerful people in an English language program may be those who frequently play crucial roles in decisions made at various levels of the program. Effective leadership is defined as having the capacity to recognize problems and formulate well-considered solutions. This capacity is something that research on program management and educational leadership frequently mentions (Raza, 2019).

Toward these matters, the Islamic Modern Boarding School has an English program. Some Islamic Modern Boarding Schools conduct English programs to give chance to students more practice and use their English. The objective of conducting the English program depends on the Islamic Modern Boarding School. Different Islamic Modern Boarding Schools may have different English programs and different objectives of English programs. English program is the program that is appropriate to increase the student's knowledge. The English program is carried out of classroom activity, but

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indirectly it also influences to the student's ability in the classroom of the Islamic Boarding School. The purpose of the English program is to add insight and to develop the talent of the students. In other words, the English program can be an effort that is done by the Islamic Modern Boarding School in many activities that link to the student's development.

According to Zakariyah et al., (2022), the goal of an Islamic boarding school is to advance and instill moderation in Islamic education. These institutions work to cultivate their students a balanced understanding of morality, sharia, and religion. These boarding schools employ a variety of strategies to implement moderation values in Islamic education, such as exposing students to Islamic teachings' morals, encouraging student participation, and including activities that encourage cooperation and tolerance. The ultimate goal is to create a generation of scholars who adhere to their principles and exercise moderation by Ahlussunnah wal Jama'ah.

In addition to attending class every morning and leaving at noon, students at the Islamic modern boarding school also learn about values through the Islamic modern boarding's slogan, "Language is Our Crown." The key to learning a language is not to memorize its grammar and structure, but rather to practice it. For this reason, students in Islamic modern boarding schools are required to live in the school's dormitory and speak both English and Arabic, so they can immediately put both languages to use in their everyday lives.

In comparison to other senior high schools, the English study approach used at Darunnajat Islamic Modern Boarding School is rather unique. Regarding its language-learning methodology, it adopts that of Gontor Islamic Boarding School. Darunnajat Modern Islamic Boarding School is renowned for its success in instilling Islamic ideals, linguistic proficiency, and discipline in its pupils. Darunnajat Islamic Modern Boarding School is another organization that uses a multilingual curriculum with English and Arabic as the languages. This Islamic Modern Boarding School uses two languages in all of its operations, including one of the language programs at Darunnajat Modern Islamic Boarding School.

To be more specific, there are some previous studies. The first previous study is a journal done by Ferian et al., (2022) on the title Students' Perception of the Implementation of English Week Program in Islamic Boarding Schools. The result of the study is the students have a positive perception of the implementation of the English Week program. Another journal article was written by Qothrunnada, (2020) titled Students' Perception of Using Flashcards in Learning English Vocabulary: A Case Study at an Islamic Boarding School. The results demonstrated that participants' opinions on the advantages of utilizing flashcards to learn English vocabulary varied, with some expressing the opinion that these tools increase students' motivation to learn and their vocabulary.

Based on the description above, the researcher was interested in investigating the process of implementing an English program and teachers' and students' perceptions of the English program in one of the Islamic modern boarding schools namely Darunnajat Islamic modern boarding school. The researcher chose the place because it is one of the Modern Islamic boarding schools that uses used Gontor Islamic boarding school curriculum. Moreover, the researcher chose the English program at Darunnajat Islamic Boarding School as the object of investigation because many achievements of English program students. Some of the achievements obtained include being the winner in English speech at MTs and runner-up in English speech when Man, participated in a storytelling competition at Panca Sakti University (UPS) Tegal, Runner up in story telling competition at Peradaban University in 2017 in Bumiayu and Runner Up in "PORSENI PKM MTS" at 2023.

Additionally, there are differences in this study with the previous study, the differences between this study and the previous study are the level of education, the instrument for collecting the data, and the focus on an object. In the previous study, the focus of research was shown to the junior high school education level and in this study, the researcher took the informants at the high school education level

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or modern Islamic boarding school. The object or informants of the previous study just focused on the students' perception and this research focuses on teachers' and students' perceptions.

2. Methodology

According to Arikunto, (2002), Research design is a plan or concept of the research that is created by the researcher. According to Sugiyono (2019), a mixed method is a research approach that combines quantitative and qualitative techniques to produce data that is more thorough, legitimate, dependable, and objective. Mixed-method research was chosen to describe the implementation of the English program and teachers' and students' perceptions. The subjects of the research are two English teachers in the English program and forty students of Darunnajat Islamic Modern Boarding School, specifically students in the eleventh grade of MA Darunnajat. The reason why the researcher chose the subjects was because the researcher found the phenomenon of the English program in the teachers' and students' programs. Those subjects experience using the English language in their daily activities, which can provide valuable information for this research

Data were collected using observation, interviews, questionnaires, and documentation. Observation was carried out twice: the first observation was carried out in the boys' cottage, and the second one was carried out in the girls' cottage. The researcher interviewed two teachers to get information about the implementation of the English program and the teachers' perceptions toward the English program at Darunnajat Islamic Modern Boarding School. These questionnaires contain a list of statements to know students' perceptions of the English program. This instrument used a Likert scale. Students chose one of the Likert scales, which includes the items: "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree".

The stages in the data analysis are qualitative data and quantitative data analysis:

A. Qualitative data
   a. Organizing the data

The first step in organizing data is reducing the data, which is done through a process called coding. Coding means reducing the data by grouping or categorizing the data from the observation sheet, interview transcript, recording, and other data collected. The researcher classified the data collected. The researcher divided the data into some categories.

   b. Summarizing the data

In summarizing the data, the researcher had to see what the data was. It was done by analyzing all entries with the same code and merging the categories to find links and connections among categories. It meant that after all the data was classified into specific terms, the researcher summarized only the necessary data. In summarizing the data, it relied on the objective of the research. So, there were two objectives of the research. 1) The activities implemented in the English program 2) Students' and teachers' perceptions of the English program.

   c. Interpreting the data

The last step of data analysis is interpreting the data. Interpreting involves reflecting on the words and acts of the research's participants and gaining significant understanding from them. The quality of data interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher. This step was very important. The researcher interpreted the data and drew the result. Lastly, the researcher can get the findings and conclusion from this step.

B. Quantitative data

There were some procedures in the analysis of the data that the researcher applied in this article. Firstly, collect the data that is to be analyzed. Secondly, classify the answer based on the questions. From the data in the questionnaire, the researcher used the Likert scale as a measure of the data.

Sugiyono, (2018) states that the Likert scale is used to measure attitudes, opinions, and

perceptions of a person or group of people about social phenomena. In this research, this social phenomenon has been specifically measured by the researcher with a Likert scale, and then the variable to be measured is translated into an indicator variable.

Likert Scale usually has four potential choices strongly agree "SA", agree "A", disagree "DS", strongly disagree "SDS" 'but sometimes go up to ten or more. There were two items on the Likert scale.

In analyzing the data from the questionnaire using a Likert scale, the following formula will be used:

$$P = \frac{F}{N} x \ 100\%$$

Explanation:
P = Presentation number
F = The frequency being searched for its percentage
N = Number of cases (number of frequencies/number of individuals)

3. Result and Discussion

3.1. Result

3.1.1. The implementation of the English program at Darunnajat Islamic Modern Boarding School

1. English Public Speaking

In the English public speaking activity. The type of activity in English public speaking is English speech. In this study, the researcher used field notes with the following results:

Before the English public speaking event began, students sang English songs to warm up and set the tone for the occasion. Once the master of ceremonies and supervisors of each room were ready, the English public-speaking event commenced. The master of ceremonies managed the activities from start to finish, beginning with the opening ceremony, which included the recitation of holy verses from the Qur'an. Following this, the students sang "Indonesia Raya" and "Hymne Oh Pondokku." Before the main event, a brief announcement was made by the supervisor.

The core event, English public speaking, featured groups of six speakers each delivering their own speeches. After each speaker finished their oration, conclusions were delivered by students who were not speakers. Before closing the event, there was entertainment hosted by certain groups, according to the schedule. An announcement or evaluation of the evening's activities and the reading of the upcoming schedule took place before the final event. The evening concluded with a closing ceremony led by the master of ceremonies.

Overall, English public speaking activities in the male area have been good and effective, but the researcher found some that should be addressed and evaluated. Among them are the following:

1) Speakers must prepare to be ready before speaking in front of the audience.
2) The supervisor of the room for public speaking must stand by on time.
3) The supervisor of the room public speaking must complete the agenda of English public speaking

2. English Course

In the English course activity, the activities as English teaching in the classroom. In this study, the researcher used field notes.

Before the English lesson began, all students read a prayer together. Then, before the teacher arrived to teach the material, the students sang vocabulary songs using three languages: Indonesian, English, and Arabic. When the teacher entered the classroom, he greeted the students with a Salam and started the lesson by asking about their conditions. After instructing the students to arrange their seats

and study places, the teacher checked their attendance. Following the attendance check, the teacher provided an ice-breaking activity to warm up the class before delving into the English material.

The teacher then taught a grammar lesson on Conditional Type 1, explaining the material in advance and providing examples. Once the students grasped the material, they were given time to create their examples and report back to the teacher for completion. At 05.00 PM, the teacher revisited the material to ensure the students had understood the lesson thoroughly. The lesson concluded with the teacher leading a closing prayer after the group study and ending with a final greeting.

Overall, English public speaking activities in the male area have been good and effective, but the researcher found some that should be addressed and evaluated. Among them are the following:

1) The teacher must be preparing effective ice-breaking to make students not bored with the activity.
2) The material is good, but it would be even better if media were used to aid in the learning process.
3) Students must pay attention more to the teacher to get more understanding.

The results of the documentation obtained in this study regarding teachers' and students' perceptions of the English program at Darunnajat Islamic Modern Boarding School are as follows:

a) The material of the English course

The material taught in the English course program mostly deepens Grammar. The guidebook or reference used is English Grammar Volume 3 which is taken from the book Grammar KMI Pondok Modern Darussalam Gontor. The material used is conditional type 1, it will be the edge of many other materials used contained in Grammar books.

b) The schedule of the English program

The schedule of language program activities for Darunnajat modern Islamic boarding school students is located in the office and contained in the PPDB browser. The schedule of activities is classified into one on the overall activity schedule of Darunnajat modern Islamic boarding school students.
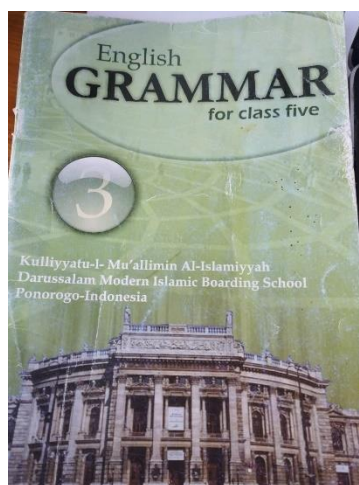

Figure 1 English Grammar Book for the material of English Course

3. **English Conversation**

In the English conversation, students made a line in the fields. In this study, the researcher used field notes.

The English department gathered the students in the courtyard and provided a title that would

be discussed during the English conversation. The students were instructed to find partners for the conversation, and when the department rang the bell, the conversation officially began. During the English conversation, the department controlled the children to ensure everything went smoothly. After 15 minutes, the bell rang again, signaling the end of the conversation time.

Following the conversation, the students were instructed to gather again in the courtyard to listen to the provision of new knowledge and updated news. Once the students were gathered, the English department shared new information and news with them. Afterward, they provided the students with new vocabulary to enhance their language skills. By around 17.00 WIB, the students had completed their English conversation activity for the day.

Figure 2 Afternoon English Conversation

Overall, English conversation activities in the male area have been good and effective, but the researcher found some that should be addressed and evaluated. Among them are the following:

1) Lack of control by all students in English conversation activities.
2) Lack of enthusiasm in the English department When providing new knowledge.
3) Mental lack when speaking in front of students.
4) There are still some improper pronunciations used by the English department.

3.1.2. Teachers' and students' perception of the English program at Darunnajat Islamic Modern Boarding School

1. **Teachers' perception of the English program at Darunnajat Islamic Modern Boarding School**

   1) **Positive Perception**
      Required English program

The English program can be said to be a place to improve students' ability in language. Students can improve students speaking skills, namely with the program students can think critically and appear more confident in front of the general public. This was conveyed by Tacher 1, he said:

Students are given the task of making essays, namely making essays in English to improve students' writing skills.

(.....siswa diberikan tugas untuk membuat karangan yaitu membuat karangan berbahasa inggris untuk meningkatkan kemampuan menulis siswa…)

English public speaking makes them think hard and think critically about English public speaking activities.

(……English public speaking itu membuat mereka berfikir keras dan berfikir secara kritis pada kegiatan English public speaking….)

Those who master English will appear more confident because they have participated in English activities at the cottage and have qualified skills.
(.....bagi mereka yang menguasai Bahasa inggris akan tampil lebih pede karena telah mengikuti kegiatan Bahasa inggris di pondok dan memiliki skill yang mumpuni.)

For those who attend, they are not necessarily good at speaking English, especially those who do not attend. If it is combined between those who attend and those who do not attend the program, it will be different in spirit and of course, the results will be different.
(.....Bagi yang mereka yang menghadiri belum tentu jago berbahasa inggris apalagi yang tidak menghadiri. Jika digabungkan antara mereka yang menghadiri dan yang tidak menghadiri program tersebut akan berbeda dalam semangatnya dan tentunya hasilnya akan berbeda...)

Social and entertaining program

English program is a forum to develop language in Darunnajat Islamic boarding school which is a very social and entertaining program for students. This was conveyed by Teacher 1:
The program will be entertaining for those who like English.
(.....program tersebut akan menghibur bagi mereka yang suka Bahasa inggris....)

I also agree that the program is more social because in class students usually sing English vocabulary together
(....Saya juga setuju program tersebut lebih social karena di kelas siswa biasanya bernyanyi vocabularies berbahasa inggris secara Bersama....)

This was also conveyed by Teacher 2, she conveyed:
The English program is a more social and entertaining program for students.
(....Program Bahasa inggris menjadi program yang lebih social dan menghibur untuk siswa....)

These activities can be used more for language games such as free time which is used for language and the activity is more social.
(...Dengan adanya kegiatan tersebut bisa lebih menggunakan untuk games berbahasa seperti waktu kosong yang mana digunakan untuk Bahasa dan kegiatan tersebut lebih social.....)

Benefits of the English program

The English program has several benefits. This benefit is very good to support a good future for students. The benefits obtained by students can add more vocabulary and can make students more confident. As stated by Teacher 1 as an English teacher, he conveyed:
The benefit for those who have participated in the activity is that they are more enthusiastic to speak and to express what they are.
(....Untuk manfaatnya bagi mereka yang telah mengikuti kegiatan tersebut adalah mereka lebih semangat untuk berbicara, untuk mengekpresikan apa yang mereka....)

Students who are active in English activities at the boarding school will be better at English even in other aspects.
(...siswa yang aktif pada kegiatan Bahasa inggris di pondok akan lebih baik pada Bahasa inggris bahkan pada aspek-aspek yang lainnya....)

The benefit that is felt for those who are active is being able to increase their academic and non-academic grades.

(....Manfaat yang terasa bagi yang aktif adalah mampu meningkatkan nilai akademik maupun non akademiknya....)

The way to increase students' vocabulary in English is to deposit one vocab before entering the room.

(...Cara untuk menambah kosa kata siswa dalam berbahasa inggris yaitu dengan menyetorkan satu vocabs sebelum masuk kamar...)

Teacher 2 also added the benefits of the English program, she said:

Benefits for students who take part in the Language program, there are many benefits, including they can have increased confidence mental formation, and language discipline.

(....manfaat bagi siswa yang mengikuti progam Bahasa ada banyak manfaatnya diantaranya mereka dapat mempunyai rasa percaya diri meningkat dan mental terbentuk serta disiplin berbahasa......)

Active students will be better than students who are not active in Language activities.

(....siswa yang aktif akan lebih baik dibandingkan dengan siswa yang tidak aktif dalam kegiatan Bahasa...)

2) Negative Perception

Burdening program for students

Teacher 1 spoke about the distraction program for students, he said:

For those who don't like or are anti-English will be a problem them but they will meet English because they have to take part in English activities.

(....Bagi mereka yang tidak suka atau anti Bahasa inggris akan menjadi problem bagi mereka akan tetapi merekan pasti ketemu dengan Bahasa inggris karena mereka harus mengikuti kegiatan-kegiatan berbahasa inggris....)

Figure 3 Interview with English Teacher

2. Students' perception of the English program at Darunnajat Islamic Modern Boarding School

The questionnaire consisted of eighteen items. It was given to 40 eleventh-grade students at Darunnajat Islamic Modern Boarding School to get their opinions on how the English curriculum was being implemented. Each statement that the students had selected was broken down into four columns: strongly disagree, disagree, agree, and highly agree. The Likert scale was used by the researchers to analyze the data. Additionally, the disseminated questionnaire's result is shown below:

1) The Result of the First Aspect in the Questionnaire

The first aspect of the questionnaire is the student's perception of the rules of the English program. This aspect was shown in questionnaire number 1, number 2, number 3, number 4, number 5, and number 6.

Table 1 The Result of the First Aspect in the Questionnaire

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
1	The rules of the English program applied by Darunnajat Islamic Boarding School should be followed by the students	50 %	47.5 %	2.5 %	-	100 %
2	The implementation English program for Learning English has been applied inside the classroom	7.5 %	35 %	45 %	12.5 %	100 %
3	The implementation English program for Learning English has been applied outside the classroom	37.5 %	50 %	10 %	2.5 %	100 %
4	All the students communicate using the English language in the English program	35 %	55 %	7.5 %	2.5 %	100 %
5	The students who do not communicate using the English language will be punished in the English program	42.5 %	47.5 %	10 %		100 %
6	The students communicate in the English language on English program by perforce	5 %	52.5 %	37.5 %	5 %	100 %

Figure 1 Deploying sheet of questionnaire to students

Regarding the questionnaire, the first statement showed that the rules of the English program applied by Darunnajat Islamic Boarding School should be followed by the students. There was one student who disagreed with the restrictions that the language department of Darunnajat Islamic Modern Boarding School had imposed, but the majority of the eleventh graders agreed with them. The outcomes validated this assertion: Nineteen (47.5%) students selected "agree," twenty (50%) selected "strongly agree," and one (2.5%) selected "disagree." Nearly all of the pupils, according to reports, are willing to abide by the standards set forth by the language department of Darunnajat Islamic Modern Boarding School. The majority of youngsters comply with the guidelines, notwithstanding the exception of one person.

The second statement showed the implementation of the English program for learning English that had been applied inside the classroom. Students in the eleventh grade at Darunnajat Islamic Modern Boarding School hold varying opinions on this regulation that has been put in place by the language department. The data shows that 3 students (7.5%) selected "strongly agree," 14 students (35%) selected "agree," 18 students (45%) selected "strongly disagree," and 5 students (12.5%) selected "disagree." It showed that not all pupils agreed with the regulation that the Darunnajat Islamic Modern Boarding School's English department had put in place.

The third statement showed that "the implementation English program for Learning English had been applied inside the classroom." The language department of Darunnajat Islamic Modern Boarding School has created a guideline regarding which the eleventh-grade pupils have varying opinions. 15 (37.5%) students selected "strongly agree," 20 (50%) students selected "agree," 4 (10%) students selected "strongly disagree," and 1 (2.5%) student selected "disagree," as the table shows. It revealed that not every student agreed with the regulation that the English department of Darunnajat Islamic Modern Boarding School had put in place.

The fourth statement showed that all the students communicate using English in the English Week program implemented by the language department of Darunnajat Islamic Boarding School. The fact that 22 students (55%) selected "agree" and 14 students (35%) selected "strongly agree" supported this claim. Furthermore, four pupils (10%) expressed dissatisfaction with this remark due to their past silence and inability to speak English. It stated that during the program, the pupils had consented to talk in English.

The fifth statement showed that students who do not communicate using the English language will be punished during English week. Nearly all of the eleventh-grade pupils support the policy put in place by the school's language department. The fact that 19 (47.5%) students selected "agree" and 17 (42.5%) students selected "strongly agree" demonstrated this. Furthermore, four students (10%) disagreed with this assertion, arguing that throughout the implementation of the English program, the language department will punish students who do not speak English.

The sixth statement showed that the students communicate in English on the English program by perforce. Students in the eleventh grade at Darunnajat Islamic Modern Boarding School hold varying opinions on this regulation that has been put in place by the language department. Two students (5%), as the table shows, selected "strongly agree." Twenty-one (52.5%) students selected "agree," fifteen (37.5%) selected "disagree," and two (5%) selected "strongly disagree." This outcome showed that most students did not use coercion to speak when the English Week program was in place.

2) The result of the Second Aspect of the Questionnaire

The second aspect of the questionnaire is the student's perception of communication strategies in the English program. This aspect was shown in the questionnaire number 7, number 8, number 9, and number 10.

Table 2 The Result of the Second Aspect in the Questionnaire

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
7	The students choose to be silent if they can't communicate in the English language on an English program	27.5 %	25 %	32.5 %	15 %	100 %
8	The students should improve their skills by memorizing some vocabulary in the English program	50 %	40 %	7.5 %	2.5 %	100 %
9	Memorizing some vocabulary will help students in communicate on English program	42.5 %	55 %	2.5 %		100 %
10	The language department will help students communicate in the English program	50 %	45 %	2.5 %	2.5 %	100 %

The seventh statement showed that the students chose to be silent if they could not communicate in English on the English program. The majority of eleventh-grade students agreed with the statement, as evidenced by the 11 (27.5%) and 10 (25%) students who selected "strongly agree" and "agree," respectively, while 13 (32.5%) and 6 (15%) students selected "disagree." This finding suggests that more students opted to remain silent if they were unable to speak English during an English language program run by the Islamic Modern Boarding School.

The eighth statement showed that the students should improve their skills by memorizing some vocabulary in the English program. According to the results, the majority of eleventh-grade students concur with this assertion. The fact that 16 (40%) and 20 (50%) of the students selected "agree" and "strongly agree" respectively served as evidence. According to this outcome, the pupils decided to enhance their abilities by learning some terminology from the English curriculum that the language department of the Darunnajat Islamic Modern Boarding School had put in place.

The ninth statement showed that memorizing some vocabulary will help students communicate in the English program. The findings explain why most eleventh graders concur with this assertion. The fact that 22 (55%) students selected "agree" and 17 (42.5%) students selected "strongly agree" demonstrated this agreement. According to this outcome, the students felt that learning some vocabulary would improve their ability to communicate in English when the English program was being implemented.

The tenth statement showed that the language department will help students communicate in the English program. The outcome demonstrates how the language department supports the English program. The fact that 18 (45%) and 20 (50%) of the students selected "agree" and "strongly agree" respectively demonstrated this agreement. It showed that the language department helped the students at Darunnajat Islamic Modern Boarding School implement the English program.

3) The Result of the Third Aspect of the Questionnaire

The third aspect of the questionnaire is the student's perception of the programs implemented in the English program. This aspect was shown in the questionnaire number 11, number 12, number 13, number 14, and number 15.

Table 3 The Result of the Third Aspect in the Questionnaire

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
11	The lack of time for an English program	22.5 %	55 %	15 %	7.3 %	100 %
12	The students should follow programs applied to the English program	15 %	62.5 %	20 %	2.5 %	100 %
13	The effectiveness of language correction programs in improving students' English language	30 %	55 %	10 %	5 %	100 %
14	The lack of programs to increase students' motivation in speaking practice	47.5 %	45 %	7.5 %		100 %
	The lack of vocabulary given every day in the English program	20 %	50 %	30 %		100 %

The eleventh statement showed a lack of time for English week. As a result, 9 students (22.5%) selected the "strongly agree" option, while 22 students (55%) selected the "agree" option. According to this outcome, the pupils felt that the Darunnajat Islamic Modern Boarding School's language department's English curriculum lacked sufficient time.

The twelfth statement showed that the students should follow programs that are applied to the English program. It demonstrates that nearly all eleventh-grade students concur that all pupils adhere to the programs that the English department implements within the English curriculum. The results showed that 25 students (62.5%) selected "agree," while 6 students (15%) selected "strongly agree." This outcome demonstrated that the pupils agreed to participate in the program that was used when the English program was implemented.

The thirteenth statement showed the effectiveness of language correction programs in improving students' English. It demonstrates that the majority of eleventh graders concur with the assertion. The fact that 22 students (55%) selected "agree" and 12 (30%) selected "strongly agree" demonstrated this. This outcome showed that the students agreed on the efficacy of the language correction method used during Darunnajat Islamic Modern Boarding School's English Week program.

The fourteenth statement showed the lack of programs to increase students' motivation in speaking practice. As a result, 18 students (55%) selected the option "agree," while 19 students (47.5%) selected the option "strongly agree." Three students (7.5%) selected "disagree." Finally, the majority of students concurred with the statement on the dearth of initiatives aimed at boosting students' enthusiasm for public speaking.

The fifteenth statement showed the lack of vocabulary given every day in the English program. On this point, almost every student in the eleventh grade agrees. The fact that 20 (50%) students selected "agree" and 8 (20%) students selected "strongly agree" demonstrated this. This outcome showed that the students agreed on the inadequate vocabulary provided each day of the program.

4) The Result of the Forth Aspect in the Questionnaire

The third aspect of the questionnaire is the student's perception of the punishment of the English week program. This aspect was shown in the questionnaire number 16 and 17 and number 18.

Table 4 The Result of the Forth Aspect of the Questionnaire

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
16	The effectiveness of punishment based on the Jasus system that is applied to the English program	10 %	50 %	20 %	20 %	100 %
17	The punishment based on the Jasus system should affect students' social value	12.5 %	65 %	22.5 %		100 %
18	Rewards are given to the best students in participate in the English program	62.5 %	30 %	7.5 %		100 %

The sixteenth statement showed the effectiveness of punishment based on the Jasus system that is applied to the English Week program. Regarding the effectiveness of punishment, almost all eleventh-grade pupils concur. The fact that 20 students (or 50%) selected "agree" and 4 students (10%) selected "strongly agree" demonstrated this. In contrast, 8 students (20%) selected "strongly disagree," while 8 students (20%) selected "disagree." According to this remark, the pupils concur that punishment is an effective way to carry out the English curriculum.

The seventeenth statement showed that punishment based on the Jasus system should affect students' social values. Nearly the majority of the eleventh graders agree with this assertion. The outcome validated the perception: 26 students (65%) selected "agree," while 5 students (12.5%) selected "strongly agree." This assertion suggested that the Jasus system had an impact on the students' worth when Darunnajat Islamic Modern Boarding School implemented an English curriculum.

The eighteenth statement showed that rewards are given to the best students for participating in the English program. Nearly the majority of the pupils in the eleventh-grade express agreement with this assertion. The following outcomes supported the perception: Of the pupils, 12 (30%) selected "agree," 3 (7.5%) selected "disagree," and 25 (62.5%) selected "strongly agree." This remark suggested that the top pupils of Darunnajat Islamic Modern Boarding School receive incentives for taking part in the English program.

3.3. Discussion
3.3.1 The implementation of the English program at Darunnajat Islamic Modern Boarding School

The English program has some very interesting and useful activities for students. These activities are English public speaking, English conversation, and an English course. In English public speaking activities, there are several officers such as master of ceremonies, conductor, qori or qoriah, speakers, and entertainment.

The English Public Speaking program is a learning program that aims to improve public speaking skills in English. This program is designed to help participants overcome nervousness and increase their confidence in delivering speeches, presentations, or speaking in front of audiences in English confidently and effectively. Other benefits of public speaking include increasing self-confidence, opening promotional opportunities, making someone superior to others, influencing others to accept ideas, and building effective communication skills (Meylina, 2022).

According to (Meylina, 2022) someone who participates in public speaking can increase self-confidence, open promotional opportunities, make someone superior to others, influence others to accept ideas, and build effective communication skills. Through the English Public Speaking program, participants will gain invaluable skills in communicating effectively in English, both in academic, professional, and social contexts. They will learn to articulate their ideas clearly and persuasively, as

well as become confident and convincing speakers in a variety of situations.

According to Syaputri et al., (2021), an English course refers to a structured program or curriculum designed to teach and improve students' English language skills, particularly focusing on vocabulary mastery. However, the effectiveness of this program is lacking due to issues such as a lack of management support, teacher support, coordination, clear curriculum guidelines, teaching staff development, and low work satisfaction among teachers and students. The main objective of the English course program is to help course participants achieve a higher level of fluency in English so that they can communicate themselves confidently and effectively in a variety of situations. According to Pravitasari & Rimawati (2020) The purpose of the English course as highlighted in the study, is to positively influence students' English speaking ability through their perception of the program. The study emphasizes the importance of students' perception in language learning and the need for supportive environments in language programs to enhance English speaking skills.

During the English course program, course participants will learn about grammar, sentence structure, vocabulary, and correct pronunciation in English. They will also engage in a variety of learning activities, such as listening and speaking exercises, group discussions, language games, and writing tasks. Through these exercises and practical experience, course participants will be able to develop their overall English skills. Soft skills in English, such as communication skills, adaptability, and the ability to work together, are essential for future success (Permata, 2018). These soft skills help individuals to interact with others, solve problems, and work effectively in diverse work environments. By having good soft skills in English, one can increase career opportunities and build good relationships with others.

According to Muchtar et al., (2021), the purpose of English conversation carried out in this training is to improve communication skills in English and soft skills of students who are trainees. This training aims to assist students in oral communication, independent work, and working in teams.

According to Muchtar et al., (2021) In English conversation, the emphasis is on oral communication skills, including the pronunciation of words, daily conversation, and skills in interacting with others. English conversation programs also often emphasize developing listening skills, so that students can understand and respond appropriately to what their interlocutors are communicating. Through structured exercises and diverse topics of conversation, students are allowed to hone their communication skills naturally and spontaneously.

According to Muchtar et al., (2021), the ability to communicate in English and soft skills are needed in interacting with people from various cultures. Soft skills such as oral communication skills, independent work, and teamwork are essential in building good and effective relationships in a global environment.

3.3.2 Teachers' and students' perceptions of the English program at Darunnajat Islamic Modern Boarding School

a. Teachers' perceptions of the English program at Darunnajat Islamic Modern Boarding School

The English Language Program at Darunnajat Islamic Modern Boarding School is compulsory for the students because English is used as the language of daily communication and is very important for their future. English language programs help improve students' writing and speaking skills. This activity also encourages students to think hard and critically, especially in public speaking activities. This program provides great benefits by increasing students' enthusiasm for learning. Students who are active in the program have an advantage in their academic and non-academic grades.

Teachers at the lodge have a very positive perception of the English program, considering it an important tool in preparing students for success in an increasingly global environment. They see the

program as a means to open doors of opportunity for students, broaden their horizons, and deepen their understanding of English, which is an important international language in many career and life fields. Similarly, as stated by Pratiwi (2021) The phrase "international language" is used to describe the significance of having a global language such as English, which allows individuals to share their ideas and thoughts across communities and nations.

According to Harahap, (2022), English has cooperation and social values. In a supportive atmosphere, students are invited to interact with others in English, create an inclusive learning environment, and build close relationships between members of the cottage community. By uniting English learning with these values, teachers hope to shape students who are not only proficient in the language but also open-minded and ready to face changes in an ever-evolving world.

English teachers of English programs have a very positive perception of English Public Speaking as an integral part of their curriculum. They view it as a valuable opportunity for students to develop their English communication skills confidently and effectively. According to Anggraeni & Harmayanthi, (2021), Students can increase their confidence after public speaking. In a supportive atmosphere, teachers guide students in acquiring public speaking skills, building confidence, and expressing their ideas and ideas clearly and persuasively.

In addition, they believe that being able to speak English well will give students a competitive edge in an increasingly globally connected world. By equipping students with these skills, teachers expect students to be successful in various fields, both in their careers and in their personal lives and can be positive changemakers in Society. Foreign language skills, such as public speaking and writing in foreign languages, can also increase self-confidence, comfort, and the ability to convey messages effectively in public relations (Yani et al., 2018).

In the context of English programs in Islamic boarding schools, teachers have a very positive perception of the existence of English courses as an important part of student education development. One of the roles of teachers in teaching English courses is to increase student motivation in learning English and help teachers to use attractive and fun English learning media (Muhammad et al., 2021).

According to Chandrella (2023) Studying English can provide advantages in the world of work as applicants who are proficient in English are more likely to be preferred and accepted in job vacancies across various fields such as business, technology, and others. Additionally, in a globalized era where foreigners are working in Indonesia and vice versa, English proficiency is crucial for maintaining professional relationships and communication.

In the context of English program activities at the cottage, teachers have a very positive perception of English conversation as one of the important aspects of English language learning. The ability to practice English Conversation is an ability that can be achieved through training activities (Dewi, 2023). By actively participating in English conversation, students not only improve their speaking skills, but also deepen their understanding of English vocabulary, grammar, and idioms.

In addition, teachers at the cottage also consider English conversation as an effective tool to help students feel more comfortable and confident in communicating in English. These programs are implemented not only to pursue better academic results, but also aim to form students who are more confident, competent, and ready to face global challenges (Novita &; Affianty, 2019). Through structured speaking exercises and a variety of talking topics, students are invited to overcome nervousness and uncertainty in using English spontaneously. This positive perception encourages teachers to continue to support and encourage students to acquire better speaking skills so that they can successfully communicate fluently in a variety of social and professional contexts in the future.

This activity can also increase students' insight and knowledge in the classroom. English language programs have benefits for students in increasing self-confidence, forming mentalities, and improving language discipline. According to (Syaputri et al., 2021) the benefit of participating in an

English language program is an improvement in English vocabulary mastery. Students reported positive attitudes toward learning English and felt that the course program helped enhance their vocabulary mastery.

b. Students' perceptions of the English program at Darunnajat Islamic Modern Boarding School

The first aspect is the student's perception of the rules of the English program. Rules on English courses can help students be more disciplined in doing English course activities on their own or other activities. According to Apriani et al., (2019), English courses have been shown to help students become more disciplined and consistent in their language-learning efforts. Not only able to make students disciplined and consistent in their activities, but there will be significant changes in students. The effect of them being disciplined can help them improve their learning and be consistent in positive ways.

The second aspect is the students' perceptions of communication strategies in the English program. One of the key strategies implemented in English language programs to improve students' abilities is the integration of technology into learning. Technology allows students to practice their English skills independently, adjusting the level of difficulty to their individual needs. Some strategies for improving students' writing skills include implementing the technique of creating stories using simple media like picture series and bubbles, providing examples of writing and creating English stories at a simple level, distributing writing practice questions that have a mixture of pictures and writing, and using LCD media to explain the material and show videos related to the topic being taught (Ningsih et al., 2019).

The third aspect is the students' perceptions of the programs implemented in the English program. English programs or English courses are valuable initiatives for students in Islamic boarding schools. This program not only opens doors to understanding and mastering the English language but also provides new opportunities and improves students' communication skills. By attending an English Language program, students can broaden their horizons and prepare to interact with the increasingly global outside world. According to Damayanti et al., (2018) Basic English training program is a good program for students in pesantren, this program provides bilingual learning concepts that start from simple things such as greetings, language of instruction, instructions to students, and responses. This program also emphasizes English acquisition which can attract students so that they can learn English with fun.

The last aspect is the student's perception of the punishment in the English program. The application of punishment in English programs can be an effective tool to improve students' ability to speak English. For example, students who violate certain rules of English may be required to do additional exercises, such as writing an essay or making a presentation in English as part of their punishment. According to Febriyanti & Nurbayan, (2021), Punishment can help improve students' skills, such as improving the four Language skills, including speaking, reading, writing, and listening. Most of the punishments given to language violators are educative punishments, one of which is by giving orders to search vocabulary and make sentences. The corporal punishment is only in the form of surrounding the field (Febriyanti & Nurbayan, 2021).

4. Conclusion

The Darunnajat Islamic Modern Boarding School implements English programs as part of its bilingual program. These programs are conducted indoors and outdoors, depending on the material and conditions. Students participate in English public speaking, conversation, and an English course. English public speaking focuses on English speech, English courses focus on the material of the English language and English conversation focuses on the smoothing of students' speaking skills. Public

speaking activities are held every Monday night from 07:30 PM to 10:00 PM, with supervision from various officers. Conversation activities are held in the morning and afternoon, with Monday talking for girls and Sunday talking for boys. Vocabulary activities aim to increase students' vocabulary and address language rules issues.

English courses are grouped according to classes and are conducted in the classroom or room. Teachers use games, enthusiasm, and movies to engage students. Participation in these activities is mandatory, and those who do not will be punished. However, cottage picket schedules may allow students to participate without licensing or notification. Outstanding students receive rewards or awards in English, with the princess being the best speaker and the girl of language, and the son being the king of language and the best speaker.

Based on the findings, teachers have a positive and negative perception of the English program at Darunnajat Islamic Modern Boarding School. Teachers have a positive perception that the English program has very important benefits and functions. English programs can also help improve academic scores and be able to make students' communication skills better and more confident. However, teachers have a negative perception that the English program is a burdening program for students who dislike the English program.

Students have a positive perception of the English program at Darunnajat Islamic Modern Boarding School. Based on students' perceptions, an English program can help students be more disciplined, and communicative and help improve students' language skills. However, they think that the program can't give enough motivation to practice speaking and improve their vocabulary mastery.

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Code Switching on "Catch Me Up!": A New Style of News Writing?

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ABSTRACT
News writing is generally formulated using a standard, formal language style. However, Catch Me Up!, an online daily newspaper, broke those strict rules by offering casual, loose, non-standard language which predominantly used code-switching as one of the ways to alter formal to informal language styles. Hence, this study aimed to describe the various types of code-switching that occurred on Catch Me Up! and explain why the news frequently employed code-switching. Three theories underlie the present research; types of code-switching by Poplack and a combination of reasons for code-switching by Hoffmann, Gumperz, and San. The study applied the descriptive-qualitative method since the data were in the form of words, phrases, clauses, and sentences. The data sources were taken from 17 international news published in July 2023. The results revealed that, out of 235 found data, intra-sentential switching became the most occurred data regarding code switching types. In line with the reasons for code-switching, addressee specification and expressing group identity appeared dominantly in this study, followed by talking about a particular topic, interjection, indicating emotions, intention for clarifying the speech substance for interlocutors, and quoting somebody else.
Keywords: *code-switching, news-writing style, digital media, Catch Me Up!*

1. Introduction

Newspapers are generally written using standard, formal language as their function is to provide information about various events that occur in society. Even though almost all print media have migrated to online news portals, the characteristics of using written language following standard language rules are still maintained. Interestingly, Catch Me Up! emerges as a new online news portal that becomes a differentiator from other earlier competitors, such as detikcom, liputan6.com, and tempo. co, and kompas.com. One of the characteristics that caught the most attention is that the news on Catch Me Up! applies a loose, slang, informal language style.

Catch Me Up! is a new media offering news channels different from other digital media. The main concept is to offer consumers daily news subscriptions through an email newsletter sent every six in the morning. As stated by its official news portal, the media's target market is young and adult millennials who are interested in keeping up with national and international news developments but prefer simple explanations and avoid rigid language styles. Therefore, Catch Me Up! plans to deliver political, economic, health, and legal news in simple, conversational language. Catch Me Up! believes that the problem in consuming news is not at the level of reading interest but that many readers desire

uncomplicated explanation and delivery. Here are some examples of the news writing differences between Catch Me Up! and other media.

"*Bagian dari peningkatan upaya militer Ukraina dapat dikaitkan dengan perubahan taktik, dengan penekanan lebih besar pada penggunaan artileri dan rudal jarak jauh untuk melemahkan pasukan Rusia daripada terlibat dalam serangan langsung melalui ladang ranjau dan tembakan musuh.*" [Part of Ukraine's increased military effort can be attributed to a change in tactics, emphasizing using long-range artillery and missiles to weaken Russian troops rather than engaging in direct strikes through minefields and enemy fire] (Rosdalina, 2023)

"*Serangan drone di Crimea telah meningkat dalam beberapa minggu terakhir ketika Ukraina melancarkan serangan balasan terhadap pasukan Rusia. Rusia mencaplok Crimea dari Ukraina pada 2014, sebuah langkah yang tidak diakui oleh komunitas internasional.*" [Drone attacks in Crimea have recently increased as Ukraine launched a counteroffensive against Russian troops. Russia annexed Crimea from Ukraine in 2014, a move not recognized by the international community] (Adhi, 2023).

"*Gini deh, kalau dengar kata, "Pengkhianatan," apa sih yang terlintas di kepala kamu? Lagu-lagunya Olivia Rodrigo di album "SOUR?" Atau film-film kayak Suicide Squad atau Fate of the Furious? Well, emang sakit bagnet yah dikhianati tuh, guys. Pengkhianatan inilah yang dari kemaren disebut terjadi di Rusia. Bahkan, gara-gara hal ini, salah satu wilayah di Rusia, Rostov Namanya, jadi pecah bentrok amburadul.* So now, everybody, meet the actor of this all: Wagner Group. [*Alright, when you hear the word "betrayal," what comes to your mind? Olivia Rodrigo's songs on the album "SOUR?" Or movies like Suicide Squad or Fate of the Furious? Well, it really hurts to be betrayed, guys. This betrayal has been said to have occurred in Russia since yesterday. In fact, because of this, one of the regions in Russia, Rostov, broke into chaotic clashes. So now, everybody, meet the actor of this all: the Wagner Group*] (Admin, 2023)

The writing styles of these three news elicited from different sources show at least two robust contrasts. News from tempo.com and kompas.com have similar delivery fashions, utilizing standard and formal Indonesian language. Rather, the news on Catch Me Up! is written more casually and characterized by two distinct characteristics: the use of non-standard Indonesian and the phenomenon of code-switching. Code-switching is a linguistic phenomenon that often occurs in bilingual or multilingual communities. Since someone can use more than one language, code-switching is the alternating use from one linguistic code (language) to another that commonly happens in verbal communication.

Studies on the shift from one language to another using code-switching in written forms, specifically in online newspapers, are the gaps left by previous studies on code-switching. Previous studies on the language alternation phenomenon focus on types of code-switching in verbal contexts within various modes, such as video, audio, or real-time communication. This can be seen from code-switching analysis on the film (Alaiyed, 2020; Rini et al., 2019), YouTube (Afryanti et al., 2021; Yuliana et al., 2015), podcast (Langit et al., 2022; Shendykhatama & Wardhono, 2022), community; universities (Wulandari & Susylowati, 2021; Gardiner & Deterding, 2017; Muflihah, 2017) and schools (Upa, 2014). Hence, the phenomenon of language alternation utilizing code-switching on online newspapers is the gap left by previous studies. In this case, code-switching becomes one of the ways to alter formal language styles into informal ones. One of the reasons is that normal newspapers maintain formal, standard language styles, while Catch Me Up! largely emphasizes simplicity and conversational style in news writing. Furthermore, previous studies borrowed the theories of Gumperz (Gumperz, 1982) and Hoffmann (Hoffmann, 1991) to discuss reasons for code-switching in verbal communication. Meanwhile, the current study adopts those two theories in written communication by adding San's theory (Halim & Maros, 2014) of availability, the

principle of economy, and indicating emotions. Based on this issue, the study aims to answer the following questions:

1. What types of code-switching are found in "*Catch Me Up!*"?
2. What are the functions of code-switching in "*Catch Me Up!*"?

To answer the two questions above, the current research used the theories of code-switching by Poplack (Poplack, 1993) and the reasons for code-switching by Hoffmann (Hoffmann, 1991), Gumperz (Gumperz, 1982), and San (in Halim & Maros, 2014). The first theory was employed to investigate types of code-switching: intra-sentential, inter-sentential, and tag code-switching. The theory by Hoffmann was employed to investigate why Catch Me Up! utilized code-switching in formulating the news, comprising talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition for clarification, intention for clarifying the speech substance for interlocutors and expressing group identity. The researcher was aware that Hoffmann's theory might not be able to explain all found language switches in the present study. As such, this study also adopted theories by San and Gumperz to cover code-switching that may indicate the emotions, availability, principle of economy, and addressee specification.

Code-switching and code-mixing became among the most never-ending debates in the language alternation domain. Both terms share a similar condition where the interlocutor stops employing language A and continues utilizing language B to deliver the message. More importantly, the continuing debate between code-switching and code-mixing supporters is in the area where languages are alternated in communication (Appel & Muysken, 1987). Code mixing is characterized as the language alternation taking place below the clause level(Auer, 1998), but if it occurs at or above the clause level, it is considered code-switching. Similarly, Bokamba (in Yuliana et al., 2015) emphasizes that code mixing refers to intra-sentential code alternation, while code-switching refers to inter-sentential code alternation.

Fundamentally, two kinds of switches cause controversy among scholars: intra-sentential and inter-sentential codes. Muysken (Muysken, 2000) describes code mixing as intra-sentential and intra-clausal switches where lexical items between two distinct languages meet within a single sentence. Code mixing is typically categorized into alternation, insertion, and congruent lexicalization. As opposed, Poplack (Poplack, 1993) asserts that code-switching refers to all language switches that appear in many levels of linguistic structure, involving intra-sentential, inter-sentential, and tag. Based on the latter view, it is believed that code-mixing by Muysken is already represented by the category of Poplack's code-switching. For this reason, this study only focused on code-switching, and code-mixing was excluded.

In the Indonesian setting, intra-sentential code-switching occurs when the change from Indonesian to another language or vice versa occurs in a single sentence. For example, "Aku selalu bilang dream, believe, and make it happen." [I always say dream, believe, and make it happen]. In contrast, inter-sentential code switching happens when people switch from Indonesian to another language or vice versa between sentences. For example, "Ini dia Eva Celia. Eva, how are you?" [Here is Eva Celia. Eva, how are you?] (Yuliana et al., 2015). Finally, tag switching involves using language tags in one language followed by an utterance in another. By saying the tag, includes exclamations, interjections, or filler words. For example, "So, salah ya?" [So, is it wrong?] (Kasim et al., 2019; Wijaya, 2020)

There are several reasons why bilingual or multilingual people do code-switching. Hoffmann (Hoffmann, 1991) suggests that code-switching is employed for several social reasons: talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition for clarification, intention for clarifying the speech substance for interlocutors, and expressing group identity. More comprehensively, talking about a particular topic occurs when someone switches language because he/she feels more comfortable discussing a certain topic using a particular language. Furthermore, code-switching functions as a quotation when someone quotes someone's else speech; it could be in the form of notable advice, proverb, or wise words. In addition, being emphatic about something happens when the

speaker suddenly desires to be emphatic about something and ends up using a language of not his own.

Hoffmann defines interjection as expressing feelings or emotions using fillers or sentence connectors; it eventually emphasizes the function rather than the meaning. Code-switching may also be used to repeat a statement in another language. Repetition is sometimes crucial to make clarification or emphasis on particular topics. In addition, the intention for clarifying the speech substance for interlocutors occurs when somebody talks using one language and provides an explanation in another. Last, expressing group identity is when the speaker switches codes to show that he/she belongs to a particular group. It is worth mentioning that the present study also borrowed Gumperz's addressee specification (Gumperz, 1982) and San's indicating emotions (in Halim & Maros, 2014) to cover what is left by Hoffmann's theory. Addressee specification plays a role in delivering a message to the specific listener, specifically for those not directly involved in the conversation. Finally, indicating emotions belongs to the condition when people switch language to better show their feelings, in the written form commonly intensified by unique symbols and emoticons.

2. Methodology

The data of this qualitative study consisted of textual data of news released over the July period of 2023. By saying textual data, comprises any words, phrases, clauses, or sentences applying code-switching (Cresswell, 2014). The study applied documentation to elicit the data from 17 international news taken from the official website of Cath Me Up!. The researcher selected international news to investigate how such world information or terminology is brought to fit young Indonesian readers; whether it is fully translated into Indonesian or loosely applied code-switching in the delivery. The data sources are as follows:

Table 1: Data sources

News Title	Published
Konser Taylor Swift Menyebabkan Gempa Bumi	31/07/2023
Yunani Jadi Negara Paling Parah Terlalap Api	26/07/2023
Gelombang Panas di Eropa Capai 40 Derajat Celsius	24/07/2023
Singapura Dinobatkan Sebagai Paspor Paling Powerful Sedunia	20/07/2023
Hujan Badai di Korea Selatan	20/07/2023
Carlos Alcaraz Jadi Juara Baru Wimbledon	18/07/2023
Menteri Perhubungan Singapura Terjerat Kasus Korupsi	18/07/2023
Kebijakan Paris Untuk Subsidi Perbaikan Pakaian	17/07/2023
Burger King Thailand Rilis 'Real Cheeseburger'	13/07/2023
Pindah Kewarganegaraan Singapura Jadi Pilihan Warga Indonesia	13/07/2023
Beberapa Negara Bagian India Diterjang Banjir	12/07/2023
Aturan Anti Mubazir Makanan di China	11/07/2023
Rencana Jepang Buang Limbah Nuklir ke Lautan	11/07/2023
Perang Dua Perusahan Sosial Media Twitter & Meta	10/07/2023
Peraturan Afghanistan Salon Kecantikan Harus Ditutup	06/07/2023
ANOC World Beach Games Batal Digelar di Bali	06/07/2023
Film Barbie Tidak Akan Tayang di Vietnam	05/07/2023

The study employed Spradley's analysis technique (Spradley, 2016) consisting of four steps: domain, taxonomy, componential, and cultural theme. In the first step, the domain was used to classify which was data and which was not. As such, the theory of code-switching by Poplack (Poplack, 1993) was employed

to categorize the data into tag, intra-sentential, and inter-sentential code-switching. In the second step, taxonomy, three reasons for code-switching by Hoffmann (Hoffmann, 1991), San (Halim & Maros, 2014), and Gumperz (Gumperz, 1982) were applied to examine purposes of code-switching in Catch Me Up! comprising talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, the intention of clarifying the speech content for the interlocutor, expressing group identity, code-switching for availability, principle of economy, indicating emotions, and addressee specification. In the third step, componential analysis was applied to connect all classified variable aspects, and thus, dominant and less dominant data could be constructed. In the last step, a cultural theme was used to explain the phenomena based on the findings in the componential step.

3.   Result and Discussion

3.1. Result

The findings are divided into two sub-sections. The first section aims to answer the proposed research question number one regarding types of code-switching and the second one reveals their functions. The findings show that all collected data could be classified into tag, intra-sentential, and inter-sentential code-switching. Further, among those eleven reasons for switching, the study shows that being emphatic about something, repetition used for clarification, code-switching for availability, and principle of economy were not found in the findings.

3.2. Types of code-switching

The study investigated types of code-switching found in the Catch Me Up! online news platform over July 2023. The study found 235 data and thus were broken down into three types: intra-sentential, inter-sentential, and tag switching. The distribution of code-switching is shown in the following table.

Table 2: The percentage of code-switching types

Types of Code Switching	Frequency	Percentage
Intra-sentential	116	49%
Inter-sentential	58	25%
Tag	61	26%
Total	235	100%

The table above shows the distribution of three code-switching types, intra-sentential, inter-sentential, and tag. The findings show that intra-sentential switching became the most dominant type in the study with 166 data, followed by tag and inter-sentential switching, responsible for 61 and 58 data consecutively.

3.2.1.   Intra-sentential code-switching

In the context of the writing style in Catch Me Up!, intra-sentential code-switching happens when the shift from Bahasa Indonesia to English or vice versa occurs in one sentence. Such alternation can be in the form of words, phrases, or between clauses. The results show that out of the total 235 data, 116 (49%) data were categorized as intra-sentential and thus became the most occurred type of code-switching in the current study. The following are several examples of intra-sentential code-switching that occurred on Catch Me Up!

1) **Sounds a little bit weird, but honestly** *tujuannya bagus lho* (17/7/2023).
2) *Yang baru aja punya juara baru,* **at 20 years old** (18/7/2023).
3) *Keduanya kemudian dibebaskan beberapa hari kemudian* **on bail, aka** *dengan jaminan* (18/7/2023).

4) *Nah tapi hal ini* **most likely** *ngga dialami oleh para penduduk Singapura yang tahun ini paspornya dinobatkan sebagai paspor paling* **powerful** *sedunia* (20/7/2023).

5) **At least** *ada sembilan orang tewas dan delapan lainnya yang masih dinyatakan hilang* (20/7/2023).

The examples of intra-sentential code-switching above were taken from five different news on Catch Me Up! As the readers of Catch Me Up! are mainly young Indonesians, the news is written in Indonesian but often is alternated to English using particular expressions. The study revealed that the alternation was formulated in various forms; for example, 'powerful' represents intra-sentential code-switching in the form of a word, 'most likely, at least, and at 20 years old' are in the form of phrases, and 'sounds a little bit weird, but honestly…' signifies the form of clauses.

3.2.2. Inter-Sentential Code Switching

As language alternation of the intra-sentential counterpart takes place in a single sentence, however, inter-sentential code-switching occurs between sentences. In Catch Me Up!, the writer produced a sentence in Indonesian followed by expressions written in English as in the following sentences. The study found that 58 out of 235 data (25%) were classified into inter-sentential code-switching, and the following are several examples of it.

1) **We know, we know.** *Di* case World Cup U-20 *kemaren juga ribut banget masalah keikutsertaan* Israel *di mana mengundang berbagai penolakan tokoh kan* (6/7/2023).

2) **Ring some bell?** Yep, 100 buat kamu yang masih inget soal kejadian Fukushima (11/7/2023).

3) **Literally real cheeseburger, guys**. *Isinya beneran keju and keju only.* (13/7/2023).

4) *Singapura semenjanjikan itu kah?* **Maybe yes** (13/7/2023).

5) **Got it.** *Emang sebenernya mereka korupsi apa sih?* (18/7/2023).

Interestingly, although the news is dominantly written in Indonesian, the writer mixed it up with English in the sentence or vice versa to formulate inter-sentential code-switching, as seen in the examples above. The English written news consisted of a sentence as in 'we know, we know,' and casual spoken expressions as in 'ring some bell? Got it, literally real cheeseburger, guys, and maybe yes.'

3.2.3. Tag Code Switching

A tag is commonly used in verbal communication to express feelings or emotions, comprising exclamations, interjections, or filler words. For formal writing in general, and news writing in particular, the use of tags will be avoided as the characteristics of journalistic language are concise, straightforward, clear, prioritizing active sentences, and complying with standard language rules and ethics. Sumadiria (Sumadiria, 2011) asserts that news writing must follow standard grammatical rules so the public can easily understand it. However, the study showed interesting findings as Catch Me Up! frequently employs the tag in English, followed by the sentence written in Indonesian. Tag code-switching in this research accounts for 61 data, responsible for 26% of the overall 235 data. Examples of tag code-switching typically appeared in Catch Me Up! are what follows.

1) **Well**, *dalam keterangannya kemarin, pihak* ANOC *tuh bilangnya panitia lokal kita mundur dari status tuan rumah* (6/7/2023)

2) **Yha well**, *yang perlu kamu tahu ya* guys, *kita emang impor ikan dari Jepang dengan nilai mencapai 6.578 ton di tahun 2022 aja* (11/7/2023)

3) *Jadi emang Singapura ini jadi salah satu negara dengan biaya hidup paling mahal di dunia,* **guys** (13/7/2023)

4) *Bener nggak?* **In that sense,** *kita mau ngomongin soal inovasi produk yang sekarang lagi heboh banget diomongin sama masyarakat Raikantopeni.* (13/7/2023)

5) **Anyway**, *ada update baru soal The Eras tour ni*, **guys**. (31/7/2023)

The examples above were classified into tag code-switching because the writer employed filler words in English, followed or preceded by a sentence in Indonesian. Such filler words or phrases are 'in

that sense, anyway, well, and guys'; the last three are the most frequently found in the study. There are several reasons why tag code-switching accounts for about a quarter of the total data, which will be discussed in the next subsection.

3.3. Reasons of Code Switching

The recent study employed the theory by Hoffmann (Hoffmann, 1991), San (Halim & Maros, 2014), and Gumperz (Gumperz, 1982) to investigate why Catch Me Up! applied code-switching in their news writing. Hoffmann asserts that bilingual or multilingual people switch their languages for multiple purposes, such as talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition for clarification, intention for clarifying the speech substance for interlocutors and expressing group identity. In addition, the study also adopted San's views about code-switching for availability, the principle of economy, and indicating emotions to cover areas left by Hoffmann's theory. Finally, Gumperz's addressee specification was also applied to connect it to the current research. What follows is the distribution table of reasons for code-switching found in this research.

Table 3: Reasons for Code Switching

Reasons of Code Switching	Frequency	Percentage
Talking about a particular topic	51	21,8%
Quoting somebody else	5	2,1%
Being emphatic about something	-	-
Interjection	48	20,4%
Repetition for clarification	-	-
Intention for clarifying the speech substance for interlocutors	9	3,9%
Addressee specification	56	23,8%
Expressing group identity	56	23,8%
Code-switching for availability	-	-
Principle of economy	-	-
Indicating emotions	10	4,2%
Total	235	100%

The findings show that both addressee specification and expression group identity share a similar number by 56 data and act as the most dominant reason for code-switching responsible for 23,8% of both. Additionally, talking about a particular topic became the second most occurred data, followed by interjection which accounts for 51 data (21,8%) and 48 data (20,4%) respectively. Finally, Catch Me Up! employed the rest of the code-switching reasons less often, namely indication of emotions by 10 data (4,2%), intention for clarifying the speech substance for interlocutors by 9 data (3,9%), and quoting somebody else became the least appeared data in the study by 5 data (2,1%).

The current study investigated types of code-switching and provided plausible reasons for its occurrence. Regarding the types, almost half of the total data is dominated by intra-sentential, with 116 data (49%) followed by inter-sentential and tag code-switching, which nearly share a similar number with 58 (25%) and 61 data (26%), respectively. As the reader market of Catch Me Up! is young Indonesian society, the news is predominantly written in Indonesian and uses a small number of English words, phrases, or sentences. For that reason, it seems logical why intra-sentential code-switching outnumbered the other two counterparts, inter-sentential and tag code-switching, in Catch Me Up!'s news writing.

After comprehending the distribution of three code-switching types, the reasons behind their occurrences become fascinating and worth examining. Treating reasons for code-switching by Hoffmann as the main theory and borrowing supplementary theories from San and Gumperz, the study found that code-switching in Catch Me Up! was used for several reasons. Those reasons included addressee specification, expressing group identity, talking about a particular topic, interjection, indicating emotions, intention to clarify the speech substance for interlocutors, and quoting somebody else. In contrast, being emphatic about something, repetition for clarification, code-switching for availability, and principle of economy were not found in this research.

3.3.1. Addressee Specification

Both addressee specification and expressing group identity became the two most significant data in the present study, responsible for 23,8% each. In the verbal conversation, the former invites a particular addressee so someone can be involved in the communication exchange or two-way communication (Gumperz, 1982). However, written communication, specifically the newspaper domain, only allows one-way communication, meaning all recipients can do is receive messages and cannot provide feedback. Interestingly, as the new digital newspaper is directed at the young Indonesian market, Catch Me Up! does not follow the mainstream journalistic styles and applies a particular approach. One of the approaches is employing addressee specification to create two-way communication by generating a hook in the form of a provocative question, provoking statement, or interactive expression. Examples of addressee specifications employing the hook to invite the recipient are provided below.

1) **Who's (not) singing: Imma barbie girl, in a barbie world?** (5/7/2023)
2) **Who's following the World Cup U-20's steps?** (6/7/2023)
3) **Who's making their neighbor unhappy?** (11/7/2023)
4) **What's happening once in a blue moon?** (18/7/2023)
5) **My crush likes me back?** (18/7/2023)

Catch Me Up! always starts the news with the hook, often categorized as inter-sentential code-switching. That is because the writer produces the hook in English, followed by the main paragraph in Indonesian. The examples above are the hook in the form of a question started by the Five Ws, such as who, what, or when. The approach of utilizing addressee specification will maintain two-way communication and engage the reader to be involved in the information sharing. For example, on Catch Me Up! entitled ANOC World Beach Games Batal Digelar di Bali, a journalist started the news with a hook saying, 'Who's following World Cup U-20's steps?' followed by the sentence 'ANOC World Beach Games. This might be a sad news buat kamu yang into olahraga dan been excited buat nonton kompetisi olahraga internasional di tanah air.' As a reminder, three months prior, in May, FIFA announced the cancellation of Indonesia as the host for the 2023 FIFA U-20 World Cup. When Catch Me Up! reported that the Association of National Olympics Committee, known as the ANOC World Beach Games, was also canceled in Indonesia, the journalist set the news with the interactive hook in a question above to invite readers to interact in exchanging information with the author. In addition, addressee specification is also employed in the form of a provoking statement to start the news as follows.

1) **When cheating is always forbidden…even on tech.** (10/7/2023)
2) **When your mom always tells you to finish your food…Chinese can relate.** (11/7/2023)
3) **When you can get a discount…To fix your clothes in France.** (17/7/2023)
4) **When you hate doing paperwork for your visa…Singaporeans can't relate.** (20/7/2023)
5) **When heat waves already burned down the forest…In Southeast Europe.** (24/7/2023)

Similarly, the study also found that Catch Me Up! frequently begins the news with a stimulant expression. For example, when the journalist reported the topic 'Aturan Anti Mubazir Makanan di China,' the news was started by this stimulating sentence 'When your mom always tells you to finish your food…Chinese can relate.' The sentences were categorized inter-sentential switching since the author

provided the hook in English continued by the following Indonesian sentence 'Siapa di sini yang kalo pesen makanan sering kebanyakan dan berujung nggak dihabisin?.' Specifically, the news tells that in China, the government has a law against food waste, and those who violate this regulation can be fined if found guilty of wasting food. Based on Gumperz's theory, the interactive hook above was classified as addressee specification as the author drew the readers' attention as if they were invited to discuss the existing regulation of food waste in China along with the writer.

1) **Anything else I should know?** (26/7/2023)
2) **But why???** (6/7/2023)
3) **ANOC… What?** (6/7/2023)
4) **So, can Threads replace Twitter?** (10/7/2023)
5) **Got it. Anything else I should know?** (12/7/2023)

Addressee specification is also used on Catch Me Up! to stick all ideas together and make relationships between paragraphs. Accordingly, this will ensure the reader can follow the news effortlessly due to clear, logical orders. For example, in the topic 'Yunani Jadi Negara Paling Parah Terlalap Api,' the journalist reported that the hot weather in Greece, which reached 45 degrees Celsius, resulted in bigger disasters, such as forest and land fires. The news added that neighboring countries like France, Croatia, Slovakia, and Turkey have sent aid to extinguish wildfires. Before completing the last paragraph, the author employed addressee specification in the sub-heading, 'Anything else I should know?.' The question was intentionally directed to the readers to ensure they got everything needed and were ready for the last piece of information.

3.3.2.　Expressing Group Identity

Another reason why people do code-switching is to express group identity. Expressing group identity became another most dominant data in the present study, having the same percentage with addressee specification at 23,8%. People in bilingual or multilingual communities switch from one language to another to show that they belong to a particular community or group. In Indonesia, a growing number of people identify themselves as young Jakarta citizens. They proudly introduced Bahasa Anak JakSel (The language of young South Jakarta citizens), which combines English and Indonesian for daily communication; usually in the slang language (Sarwono, 2014). Currently, the term Bahasa Anak JakSel is experiencing a new shift. More importantly, the language does not represent only those living in South Jakarta, but it belongs to anyone who identifies as young Indonesians. Hence, Bahasa Anak JakSel is not limited to a certain geographical area but has become a new identity representing young Indonesians. Further, As Catch Me Up! directs the market to young Indonesians, it seems rational why this newspaper uses language combinations to report the news.

The existence of news that comprises words, phrases, clauses, or sentences to express identity was also supported by Rusydah (Rusydah, 2020). In her study, she investigated categories of Bahasa Anak JakSel frequently used by Jakarta netizens in social media. The results showed that the English words that regularly appeared in Bahasa Anak JakSel were divided into subcategories: pronoun, adverb, adjective, verb, acronym, redundant words and phrases, and untranslatable words. The following are examples of common English words expressed to show group identity in Catch Me Up! Such expressions are classified using Rusydah's subcategories as follows.

Adverbs
1) *Nah tapi hal* ini **most likely** *ngga dialami oleh para penduduk Singapura, yang…* (20/7/2023)
2) **So far,** *belum diketahui berapa banyak korban di area ini, akan tetapi tim penyelamat terus berupaya mencari korban lewat perahu karet dan pompa air.* (20/7/2023)
3) **At least** *ada sembilan orang tewas dan delapan lainnya yang masih dinyatakan hilang.* (20/7/2023)
4) **Literally** real cheeseburger, guys. *Isinya beneran keju and keju* only (13/7/2023)

5) **Anyway,** *ini bukan kali pertama Meta diduga melakukan imitasi ke sosial media saingannya.* (10/7/2023)

Adjective
1) *Tapi ya balik lagi, berbagai fasilitas dan kenyamanan publik bikin banyak mahasiswa Indonesia ngeliat itu* **worth it.** (13/7/2023)
2) *...yang tahun ini paspornya dinobatkan sebagai paspor paling* **powerful** *sedunia.* (20/7/2023)
3) **but honestly** *tujuannya bagus lho* (17/7/2023)
4) *...kalau salah satu dampak climate crisis yang sekarang lagi* **happening** *itu adalah curah hujan yang semakin meningkat, even waktu summer* (12/7/2023)

Verb
1) *ada banyak banget faktor pemikat lain yang bikin mahasiswa kita* **falling in love** *sama Singapura* (13/7/2023)
2) *Makanya pemerintah Jepang* **be like,** *"Ga bisa lagi nih limbahnya kita tampung."* (11/7/2023)
3) *Nah menyikapi hal ini, pemerintah Indonesia langsung* **speak up** (6/7/2023)

Acronym
1) *Keduanya kemudian dibebaskan beberapa hari kemudian* on bail, **aka** *dengan jaminan.* (18/7/2023)
2) **FYI** *India tuh emang jadi salah satu negara yang kena dampak* climate crisis *paling parah.* (12/7/2023)
3) **LOL** *bukan kata si abang* TikTok *yang lagi viral,* (11/7/2023)
4) **TBH** *gatau.* (10/7/2023)
5) **OMG** tell me. (20/7/2023)

3.3.3.   Talking about A Particular Topic

Talking about a particular topic also occurred many times, reaching 51 data and becoming the second most used reason for code-switching in the study. A bilingual or multilingual community sometimes is more comfortable and prefers to use a particular language -outside his/her daily language- when discussing a certain topic. This notion is supported by Girsang (Girsang, 2015), suggesting that people are more likely to employ particular words for certain topics. For example, when discussing leisure or tourism, some people prefer to use words like traveling than bepergian, booking than pemesanan, or airport than bandar udara. Here are examples of findings that belong to talking about a particular topic.

1) **Underpass** *di sana tiba-tiba aja dipenuhi banjir bandang saat kendaraan sedang melintas.* (20/7/2023)
2) *Mulai dari situ, tiba momen di mana akhirnya pukulan* **forehand** *Djokovic gagal menyeberang net dan akhirnya* Alcaraz *berhasil menang* (18/7/2023)
3) *Tapi kalau kamu* into **marketing** *nih, kamu pastinya tahu dong kalau sebuah produk diluncurkan tuh ya ngikutin apa yang disuka sama target market mereka*. (17/7/2023)
4) *Kalo berhasil, nanti yang menang bakal dapet hadiah berupa* **merchandise** *dan makanan gratis*. (11/7/2023)
5) *Warga yang khawatir juga jadi* **panic buying** *dan numpuk berbagai makanan sumber daya laut…*(11/7/2023)

The highlighted words above are examples of reasons for code-switching that represent talking about a particular topic. In example (1), the word 'underpass' was chosen instead of another when

discussing a particular flood-filled road. This is because Indonesians are more comfortable saying 'underpass' to mean a road or tunnel passing under another road. In example (2), the journalist used the word 'forehand' to talk about a certain movement in tennis. Forehand terminology has no equivalent word in Indonesia to mean a shot in which the position of the palm holding the racket faces forward. The word 'marketing' in example (3) was selected as the news talked about business. Sometimes it is preferable to say marketing instead of pemasaran to denote the activity of promoting products or services. Moreover, the writer preferred to use the word 'merchandise' in example (4) when the news discusses presents and gifts. Basically, it is very prevalent and simpler for Indonesians to say 'merchandise' rather than pernak-pernik untuk kegiatan promosi. Finally, in example (5), the word 'panic buying' indicates purchasing certain commodities in large quantities due to fear of a sudden shortage or increase in price. When referring to the real phenomenon in the news, the reader will understand better the universal term of 'panic buying' than if it is translated as pembelian panik.

3.3.4. Interjection

The next third most significant reason for switching belongs to interjection. There were 48 interjections found in Catch Me Up! and were responsible for 20,4%. Interjections are parts of speech that emphasize function rather than meaning to express surprise, emotions, or feelings. They are occasionally interchangeable with sentence fillers which have similar functions as tag-switching to attract attention from interlocutors. Based on the explanation, interjections are mostly used in speaking or conversation rather than writing. Several examples that belong to interjection are provided below.

1) **Well**, *jadi initially, film "Barbie" harusnya tayang di bioskop pada pertengahan Bulan Juli ini kan.* (5/7/2023)
2) **Uhm**. *Still not convinced. Bukan kamu doang kok yang ngga* convinced, *tapi negara-negara tetangganya Jepang juga.* (11/7/2023)
3) **Well**, *ternyata tiket nonton Bunda* Taylor Swift *di* Singapore *bukan satu-satunya yang paling dicari sama generasi muda Indonesia.* (17/7/2023)
4) *Kalo sampe kamu melakukan hal ini di China, bisa jadi kamu berurusan sama polisi,* **guys**. (11/7/2023)
5) *Jepang bukan yang pertama kali kepikiran membuang limbah nuklir ke laut,* **guys**. (11/7/2023)

Generally, the news is organized using a formal, systematic writing style to educate people and report updated world events. Setyaningsih (Setyaningsih & Larassati, 2021) suggests that formal English writing avoids several styles, including hesitation fillers, or interjections. The question then emerges as to why Catch Me Up! frequently employs such fillers or interjections as highlighted in the examples above. Hesitation fillers above, such as 'well and uhm,' are meaningless and expressed to show feelings regarding the discussed topic. Furthermore, the study found that the word 'guys' became the most occurred data belonging to interjection. The latter was often utilized to imitate dialogues in the speaking context aiming to involve the reader in exchanging information and thus applying two-way communication.

3.3.5. Indicating Emotions

Language switch that belongs to indicating emotion was found ten times, representing 4,2% of the overall data. People sometimes prefer to switch the language to express better their thoughts and feelings, commonly enhanced by various symbols or emoticons in the writing or computer-mediated communication (CMC) domain (Halim & Maros, 2014). As seen in the first example (1), 'xi xi xi' is often used in social media interaction. The expression is similar to 'wkwk, hehe, or LOL, which similarly means laughing. The expression 'xixixi' enhances the joke when the writer teased the readers about whether or not they were tempted to move to Singapore. In example (2), the journalist expressed sad feelings about the number of suicide attempts and even added the emoticon ':((((' to show that he/she was very upset. As shown in example (3), the news mentioned various discriminations

experienced by women in Afghanistan. The writer added the emoticon '☹' to indicate sadness before he/she continued reporting other forms of discrimination.

1) *Jadi makin pengen pindah warga negara ke Singapur ga,* guys? **Xixixi** (20/7/2023)
2) *Tercatat bahwa ada 8% anak perempuan di Afghanistan yang mengalami depresi bahkan sampai melakukan* suicide attempts **:((((**. (6/7/2023)
3) ▣ Anything else? FYI *di tengah berbagai aturan yang mengekang perempuan di Afghanistan,…* (6/7/2023)

3.3.6. Intention for Clarifying the Speech Substance for Interlocutors

Intention to clarify the speech substance for interlocutors happened nine times, accounting for 3,9%. It occurred when the journalist delivered the message using one language and was specified or explained in another language. The following are examples of language switching intended to add clarification or explanation.

1) *Yang baru aja punya juara baru*, **at 20 years old**. (18/7/2023)
2) **But little did they know...***gempa dan tsunami kali ini kenceng banget, sampe menyebabkan kerusakan pembakit listrik tenaga nuklir aka PLTN di Fukushima*. (11/7/2023)
3) *Tapi kalo kamu ngira hutannya emang sengaja dibakar,* **that's definitely not the case**. (24/7/2023)

The first example (1) reported that Wimbledon has a new winner, Carlos Alcaraz. The phrase 'at 20 years old' was added to emphasize additional information that he had just won the competition at a young age. Moreover, in example (2), the writer switched the news from English to Indonesian to highlight that the earthquake and tsunami in Fukushima were extraordinary, causing damage to the nuclear power plant. The last example (3) showed that the journalist employed 'that's not the case' to clarify that humans did not intentionally cause forest fires but by extreme heat waves that occurred in Southern Europe.

3.3.7. Quoting Somebody Else

Quoting somebody else occurred only 5 times (2,1%) and became the least appeared data in the study. People usually switch the language to make quotes from famous figures about well-known expressions, proverbs, or sayings. Here are examples of quoting somebody else found in the study.

1) In her words: **"We're often imitated — but the Twitter community can never be duplicated."** (10/7/2023)
2) *Namun otoritas perfilman* Vietnam be like **"I spy with my little eye…"** (5/7/2023)
3) Even Burger King *udah ngeluarin statement*, **"This is no joke. This is for real."** (13/7/2023)

In reporting the news about business competition between Twitter and Meta in example (1), the writer quoted Linda Yacarinno, CEO of Twitter, saying that there have been challenges from the competitors. However, she added that the authenticity of the community on Twitter cannot be replaced. The news in example (2) talked about the Barbie Film, which cannot be shown in Vietnam because the scene showed a map of the South China Sea using the "nine-dash line" image. As known, Vietnam rejects China's self-claim of the nine-dash line claiming almost the entire area in the South China Sea as its territory. The writer reported this issue using the famous quote, 'I spy with my little eye…' to indicate that Vietnamese film authorities found the controversial scene and thus banned the film in Vietnam. In example (3), the journalist quoted, 'This is no joke. This is for real' from Burger King's social media to convince the reader and customer that the new variant 'Real Cheeseburger' is made of 20 cheese slices with no meat.

4. Conclusion

Catch Me Up! is a brand-new news company offering loose, slang, and informal language. As it targets young and adult millennial readers, the news redaction frequently uses code-switching as one of the

ways to alter formal language styles into informal ones. Three types of code-switching are found in 17 selected news from the official website of Catch Me Up!, containing intra-sentential, inter-sentential, and tag switching (Poplack, 1980). Intra-sentential switching occurs when a bilingual or multilingual community switches from one language to another within a sentence. Conversely, another phenomenon is called inter-sentential switching, when language alternation occurs between sentences. In addition, people often use exclamations, interjections, or filler words in language A and continue the talk using language B; the latter is categorized as tag switching. Based on the findings, the study found 235 data belonging to three code-switching types. Intra-sentential became the most found switching type with 116 data, followed by inter-sentential and tag switching with 58 and 61 data, respectively. There are two plausible reasons why intra-sentential code-switching is highly dominant here. First, as the market of Catch Me Up! is young Indonesian readers, it seems reasonable that the news predominantly uses the Indonesian language rather than formulating both Indonesian and English equally. Second, most English-used news is in the form of phrases comprising tags, quotes, interjections, and certain terminologies; thus the language switching greatly occurred in one sentence and not between sentences.

People use code-switching without any reason. The current study also aimed to explain why Catch Me Up! frequently employs code-switching by applying three main theories from Hoffmann (Hoffmann, 1991), San (in Halim & Maros, 2014), and Gumperz (Gumperz, 1982). The three scholars suggest that people switch the language for several reasons, namely talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, the intention of clarifying the speech content for the interlocutor, expressing group identity, code-switching for availability, principle of economy, indicating emotions, and addressee specification. Based on the results, the present study found that both addressee specification and expressing group identity served as the most dominant reasons for code-switching with 56 data, followed by talking about a particular topic with 51 data, interjection with 48 data, indicating emotions, intention for clarifying the speech substance for interlocutors, and quoting somebody else for 10, 9, and 5 data respectively.

In this study, addressee specification was used as interactive questions and provoking statements to involve the reader in the information sharing, draw the reader's attention, and ensure that the reader follows the news flow effortlessly. In addition, Catch Me Up! inserted some English adverbs, adjectives, verbs, and acronyms in Indonesian-written news to express group identity. Catch Me Up! intentionally used code-switching to show that this newspaper belongs to the Indonesian young community. Furthermore, talking about a particular topic occurred when the journalist employed English to write some particular terminologies; those terminologies sometimes are better understood in their original language. Moreover, Catch Me Up! often used interjections and fillers to bring verbal conversation into writing context and, thus, engage the reader in two-way communication. In terms of indicating emotions, the study found that phrases, symbols, and emoticons were employed to express or intensify thoughts and feelings regarding the news being discussed. Further, Catch Me Up! expressed the intention of clarifying the speech substance for interlocutors to clarify or explain the discussed topics. Last but not least, Catch Me Up! is formulated mostly in direct quotations- from famous figures or entities to support and emphasize the statement made by the journalist.

Through this research, code-switching, which often appeared on Catch Me Up!, demonstrates a new way of writing news in the journalism industry, emphasizing non-standard, loose, uncomplicated use of language style. For future studies, researchers can further examine the connection between identity and code-switching in other particular written platforms such as social media comments, captions, or stories. In addition, various code-switching adopts symbols, emoticons, or interjections to express feelings and thoughts. Hence, future scholars may investigate the words 'xixixi, wkwk, huft, or hiks' and distinguish whether they are categorized as onomatopoeias or interjections.

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Hidden Desires and Social Norms in 'Young Goodman Brown': A Psychoanalytic Analysis

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ABSTRACT
Literature has provided a deep understanding of the human psyche and behavior. "Young Goodman Brown" by Nathaniel Hawthorne is a literary work exploring the psychological component. This study attempts to discover the conflict between hidden desires and social norms and the anxieties and fears from a psychoanalysis point of view. This study uses qualitative descriptive techniques to delve into the context. In addition, this study uses Freudian Psychoanalytic which are Id, Ego, and Superego. The research contributes to the broader field of literary analysis related to psychoanalytic theory, facilitating a deeper understanding of the story by revealing the character's actions. By focusing on the protagonist's personality traits, readers are expected to gain a comprehensive understanding of the story's central conflict. This study is intended to engage scholars, researchers, and students in the interpretive analysis of this short story.
Keywords: *psychoanalysis, hidden desires, social norms, anxiety, fears*

1. Introduction

Hidden desires and social norms play an important part in developing our personalities and psychological states. This may be evident in how people tend to follow anything that goes viral or trending among people. The pressure to conform to expectations of beauty, prosperity, and happiness can be extremely stressful, making it difficult to combine one's public image with personal goals. This conflict is reflected in the rise of mental health disorders as people struggle with these demands, emphasizing the necessity of understanding how hidden wants and social standards influence us today. Humans experience many things throughout their entire life. They have already reached out and found knowledge to share with another community. The best and easiest way to do by adopting literary work. Literature serves as a powerful tool for communication, allowing individuals to convey complex ideas, emotions, and perspectives (Eagleton, 2008). Wellek & Warren (1948) in the book titled "Theory of Literature" mentioned that literature reflects and expresses even ambiguous life. It contains any messages that the readers can achieve through reading it, especially moral.

Literature, throughout history, has long provided insights into the human psyche and behavior, acting as a cultural mirror closely linked to human life (Furqaan, 2019). It serves as a resource for analyzing psychological phenomena, including inner conflicts. Jung (1912) viewed literature as a bridge between the conscious and unconscious mind, offering insights into the deeper self. Sigmund Freud, a pioneer in psychology, explored the mind's structure, detailing how the Id, Ego, and Superego constantly interact to shape thoughts, feelings, and behaviors (Freud, 1923).

There is a research gap in understanding how hidden desires and societal norms affect human character development and psychological states. While the impact of social norms is well-studied, little

research examines how personal aspirations interact with these norms. Nathaniel Hawthorne's "Young Goodman Brown" explores the human psyche through symbolism and psychological tension, inviting readers to reflect on their inner worlds (Frye, 1957). The story follows Goodman Brown on a nighttime journey into a dark forest, where he encounters figures that challenge his beliefs and morals.

This study examines "Young Goodman Brown" through Freud's psychoanalytic theory, focusing on the interaction of the Id, Ego, and Superego. By applying Freud's framework, the research aims to uncover the psychological motivations and conflicts driving the protagonist's actions and shaping the story. Analyzing Goodman Brown's psyche offers deeper insights into his character development, the symbolism used by the author, and the story's broader implications.

The previous study entitled "Nathaniel Hawthorne's Young Goodman Brown" by Kristoff (2014) uses Freudian psychology to explain the protagonist's detachment at the story's end, attributing it to the conflict between his inner desires and the strict Puritan social norms, leading to repression. Similarly, Asuncion et al., (2023) in their study, "Traversing the Psychoanalytical Realm of the Sadness Collector by Merlinda Bobis: The Interaction and Conflicts among the Characters' Id, Ego, and Superego" analyze the character Rica using Freudian theory, revealing how her morality and personality are shaped by the interaction of her Id, Ego, and Superego.

Different from those studies above, this research will analyze the short story "A Young Goodman Brown" using Freud's psychoanalytic theory with a focus on the interaction between the Id, Ego, and Superego. This research will focus on the conflict perspective between hidden desires and social norms. In addition, it will also delve deeper into anxiety and fear related to the subconscious and the dark side of humans.

This study attempts to answer several questions: (1) How is the conflict between hidden desires and social norms expressed in the story "A Young Goodman Brown" from the perspective of psychoanalysis? and (2) How does the conflict in the story "A Young Goodman Brown" reveal the anxieties and fears?

Fear, anxiety, and popular culture frequently appear in literary work, especially short stories, reflecting and exploring the intricacies of human emotions and societal standards. Short stories dive into the depths of personal psychology, frequently analyzing the characters' worries and concerns. Popular culture may provide an extensive weave of allusions and symbols for authors to use to portray their inner conflicts. Popular culture can heighten or face worries such as failure, social rejection, and mortality.

Short stories are brief literary works, often read in one sitting, focusing on a specific event or series of events with only a few characters. (Tucan, 2014). They vary in style—ranging from intuitive and lyrical to mythic and oral—and can be between 1,000 and 4,000 words long (Parui & Avishek, 2019). Unlike novels, short stories are not seen as a distinct literary genre but can be categorized by their style, such as literary or popular, the latter focusing on entertainment with clear plots and characters. The themes, characters, setting, and plot reflect the author's mental, psychological, historical, and social influences (Daneshzadeh, 2015).

The theme is a crucial element in a short story, representing its main idea or central meaning. It underlies the core of the story (Dashela, 2021) and is often implicit, allowing for varied interpretations (Tiana, 2015). A theme emerges through character development, dialogue, setting, and plot, guiding the reader to understand how the author evolves the story (Nurhandayani, 2014).

Characters are central to any story, whether human, animal, or non-human. They are defined by their dialogue and actions (Latif, 2016) and play a crucial role in engaging the reader, evoking empathy, and driving the plot. Characters can be analyzed through their physical appearance, thoughts, actions, words, and the perspectives of other characters or the narrator. Understanding the various types of characters and their roles enhances the appreciation of a story's complexity and richness.

The setting refers to the time and place where the story unfolds. It can either serve as a backdrop, like a city or woodland, providing context for the action, or be integral to the plot, requiring readers to immerse themselves in the environment (Fauzan, 2016). Meanwhile, the plot is the sequence of events that drive the story, typically structured into rising action, climax, and falling action, leading to a resolution. A linear plot has three major parts: the beginning, where characters and settings are introduced; the middle, where characters face conflicts while pursuing goals; and the end, where the resolution occurs (Irawan, 2015).

Point of view is the perspective from which a story is told (Abood, 2018). It depends on the narrator chosen by the author and their knowledge of the story. There are four main types: omniscient, where the author knows all characters' thoughts and actions; limited omniscient, where the author reveals only one character's thoughts; first person, where a character narrates the story; and objective, where the author reports actions without delving into characters' thoughts (Xiaokang, 2021).

Meanwhile, understanding conflicts involves exploring hidden desires, social norms, anxiety, and fears. Hidden desires are suppressed or unexpressed longings that lie beneath the surface. The desire-satisfaction theory suggests that life quality is linked to how well desires are fulfilled; the more fulfilled desires, the better one's well-being (Yu, 2022). These desires can stem from personal ambitions, relationships, or work goals and may not align with societal norms or personal circumstances. For example, someone may secretly wish for an artistic career while working in a corporate job or hide romantic feelings to preserve a friendship. Conflicts arise as individuals navigate their true desires against practical realities, frequently resulting in a complex interplay of emotions in which the pursuit of personal fulfillment collides with the need to make pragmatic decisions, balancing passion and responsibility in ways that shape their choices and, ultimately, define their life paths. Furthermore, suppressing hidden desires can lead to psychological issues, including dissatisfaction, resentment, and mental health concerns like anxiety and depression. The internal conflict between true desires and external actions can create a sense of inauthenticity, affecting self-esteem and overall contentment.

Social norms are unwritten rules defining acceptable behavior in a community and arise from unplanned interactions (Bicchieri et al., 2018). They shape human behavior through social networks, as individuals are influenced by those around them (De et al., 2021). Understanding these norms is crucial for creating interventions that address deep-rooted beliefs and drive collective change. Social norms can heavily influence hidden desires, often causing individuals to repress their true wants if they conflict with accepted standards. For instance, fear of social rejection may prevent someone from pursuing a passion. This repression creates internal conflict as people struggle to balance personal desires with societal expectations. Social norms can evolve, either easing or intensifying suppressed urges. For example, shifts in attitudes toward gender roles have allowed more expression of previously repressed impulses, while rigid norms may perpetuate repression despite personal changes. Understanding social norms is crucial for grasping their impact on individual and collective behaviors.

Anxiety is a common mental health issue that affects various aspects of life, including academics. It is defined as a feeling of discomfort or fear about current or potential events (Cambridge English Dictionary, 2024) and involves dread, uncertainty, and worry over real or imagined threats (Anxiety Centre, 2024). Anxiety can stem from stress, trauma, environmental factors, and genetics (Milne & Munro, 2020). It leads to mood disorders and physical and psychological changes (Adwas et al., 2019) and is characterized by distress, impaired sleep, and difficulties in concentration and daily functioning (Xi, 2020).

Fear affects thoughts, feelings, and behaviors by activating the nervous system and increasing physiological responses like a rapid heartbeat and dilated pupils. It also triggers adrenaline production, narrowing blood vessels and reducing blood flow to the skin (Dodhy, 2017). Reactions to fear vary based on personal experiences, cultural background, and genetics. While some may develop phobias,

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others might show resilience. Personal experiences, cultural background, and genetics all influence how people react to terror. Personal experiences are important; for example, past traumatic events might contribute to the formation of specific phobias, whereas individuals who have not had such experiences may not be as fearful. Fear perception and management are also influenced by cultural background, as different cultures address anxiety and phobias differently. Furthermore, genetic variables influence an individual's susceptibility to fear and anxiety; some people are naturally prone to experience high levels of fear or anxiety, whereas others may have a natural resilience. Thus, these interrelated variables affect the variety of ways in which fear is experienced and dealt with.

This diversity in responses highlights the need for personalized approaches to psychological treatment and support. Fear serves an evolutionary purpose by acting as a protective mechanism that enhances alertness and readiness to respond to danger, aiding survival. However, in modern society with less immediate threats, this primal response can become maladaptive. Therefore, learning to recognize and manage fear is crucial for maintaining well-being.

This study uses Freud's psychoanalysis theory to analyze the human mind. Freud's approach, known as Freudian psychoanalysis, explores how unconscious conflicts, desires, and early experiences shape thoughts, feelings, and behaviors. The human mind is divided into three layers: conscious, preconscious, and unconscious (Sibi, 2020). Freud's Structural Model of Personality divides the mind into the id, ego, and superego, each playing a role in shaping thoughts, behaviors, and emotions, linking the brain's physical structure to conscious experience.

The id is the primal part of the psyche, driven by unconscious urges and the pleasure principle, seeking immediate gratification without regard for consequences (Gomez, 1997). It acts totally on an unconscious level, driven by basic needs and desires like hunger, thirst, and sexual drives. The pleasure principle controls the id, which wants rapid gratification of desires regardless of the consequences or reality. It disregards morality, societal conventions, and the potential long-term consequences of its acts. Essentially, the id is all about meeting basic desires and obtaining pleasure as soon as possible, sometimes leading to impulsive and occasionally irrational conduct if left uncontrolled by the more rational elements of the mind, such as the ego and superego. It focuses on satisfying basic needs like hunger and desire, ignoring morality and reality. Meanwhile, the ego, emerging from the id during infancy, operates on the realism principle, balancing the id's demands with reality and the superego's moral standards (Sharma, 2020). It acts as a mediator, using defense mechanisms to manage anxiety and conflicts between the id and superego. Furthermore, The superego represents the conscience, developed through internalizing societal and parental rules in early childhood (Zhang, 2020). It adheres to the morality principle, striving for perfection and imposing moral standards on the ego, often causing guilt and self-reproach. Together, the id, ego, and superego interact and conflict, shaping personality, behavior, and psychological functioning in Freudian psychoanalysis.

Analyzing literary works involves exploring characters' unconscious desires, conflicts, and psychological mechanisms, as well as the narrative's symbolic meaning. It entails investigating how characters' unconscious desires—those emotions and sentiments that they may not be completely aware of—influence their behaviors and decisions. This approach also focuses on the internal conflicts that characters face, such as those between their moral ideals and prohibited urges, as well as how they manage through psychological processes such as repression or denial. Start by understanding the plot, setting, and characters, noting key events and motifs. Subsequent readings should reveal emotional undercurrents and symbolic elements. Next, identify aspects to analyze from a Freudian perspective, such as character development, relationships, or recurring themes. Apply Freud's model of the id, ego, and superego to examine psychological layers. Finally, interpret the story's symbols and themes through a Freudian lens, focusing on objects, situations, or recurring images to uncover their deeper psychological significance.

The study aims to analyze Goodman Brown's internal turmoil in Nathaniel Hawthorne's "Young Goodman Brown" using Freud's psychoanalytic theory. Hawthorne, known for his exploration of moral and psychological issues, was deeply influenced by his Puritan heritage, which is reflected in his dark narratives. This study will explore the protagonist's inner conflicts, desires, and challenges, contributing to psychoanalytic literary analysis. It seeks to enhance understanding of the character's actions and engage scholars, researchers, and students in interpreting the story.

2.   Methodology

This study set out to determine the traits offered by Nathaniel Hawthorne in the short story Young Goodman Brown and how the main character is portrayed. This study investigated data using a qualitative descriptive technique, which describes natural events and the relationship between one phenomenon and another (Hidayah, 2019). This method facilitated a comprehensive examination of the literary elements, enabling a nuanced understanding of the characters' motivations and behaviors, and revealing the underlying themes that drive the narrative forward, such as the complexities of human emotions and the socio-cultural factors influencing their actions. The primary sources of information were phrases and words from Young Goodman Brown's short story, which characterized the characters' personalities and obsessions while also showing the deeper psychological and moral problems they experienced as they negotiated a world fraught with ambiguity and hidden sin.

The study uses a qualitative descriptive technique to analyze Goodman Brown's personality and obsessive tendencies in Nathaniel Hawthorne's "Young Goodman Brown." This method identifies key phrases and words that reveal the protagonist's psychological state and moral conflicts. It signifies that the strategy being employed focuses on locating certain phrases and words in the text that reveal the protagonist's mentality and internal conflicts. By identifying these important characteristics, the analysis can gain a deeper understanding of the protagonist's ideas, feelings, and moral quandaries, as well as shed light on the character's inner world and how they perceive and react to their surroundings. It also helps understand how Hawthorne develops a complex character driven by both conscious and unconscious impulses and sheds light on broader themes like the conflict between personal desires and societal norms. Nathaniel Hawthorne's Young Goodman Brown not only reveals the characters' personalities and obsessions but also helps the reader grasp the intricate methods in which Hawthorne builds his characters. It focuses on how Hawthorne's characters are motivated by a combination of conscious and unconscious impulses—aware acts and ideas, as well as deeper, often concealed wants or anxieties that they may not completely comprehend themselves. Furthermore, these character insights shed light on bigger themes in the novel, such as the friction or conflict between an individual's inner aspirations and what society expects or asks of them. This implies that the story delves into the conflict between personal freedom and societal restraints, demonstrating how characters must navigate the push and pull between their desires and the conventions imposed by the community around them.

By applying Freudian psychoanalytic theory, focusing on the Id, Ego, and Superego, the study uncovers Goodman Brown's fundamental psychological conflicts. The study is anticipated to investigate how Goodman Brown's actions and ideas reflect these three components of the psyche. It could look at how his Id leads him to temptation, how his Ego tries to navigate and mediate his impulses with reality, and how his Superego imposes emotions of guilt or morality, resulting in internal conflict. By doing so, the study hopes to gain a better understanding of Goodman Brown's character and the psychological challenges he faces. This approach clarifies his actions and explores themes of repression, guilt, and the tension between hidden desires and societal expectations, offering insights into Hawthorne's portrayal of human nature and moral complexity. In essence, it means that by carefully examining the text, we can obtain a greater grasp of the characters and ideas, allowing us to appreciate Hawthorne's nuanced portrayal of human nature and moral quandaries.

3. Result and Discussion

3.1. Result

3.1.1.   The Conflict between Hidden Desires and Social Norms Expressed in the Story "A Young Goodman Brown" From the Perspective of Psychoanalysis

In Nathaniel Hawthorne's "Young Goodman Brown," the protagonist's actions reveal a profound conflict between his hidden desires and the social norms of his Puritan community. Through a psychoanalytic lens, this conflict can be examined in detail to understand the interplay between Goodman Brown's internal impulses and external societal expectations.

1) Attending Satanic Rituals

One of the most significant actions in Nathaniel Hawthorne's "Young Goodman Brown" is his decision to attend a satanic ritual in the forest. This act represents a direct rebellion against the strict moral code and social norms enforced by his Puritan community, which values morality and piety above all else. This action is motivated by his Id's drive for new pleasure and curiosity.

> *"With this excellent resolve for the future, Goodman Brown felt himself justified in making more haste on his present evil purpose."*

His curiosity about something unknown and his desire to explore the dark forest reflect his Id's need for novelty and excitement. The Id is also responsible for Goodman Brown's rebellion against the moral codes and social norms imposed by his Puritan community. Goodman Brown's Ego rationalizes his decision to attend the satanic ritual by convincing himself that it is not wrong and it needs to be done to fulfill his desires.

> *"My love and my Faith," replied young Goodman Brown, "of all nights in the year, this one night must I tarry away from thee. My journey, as thou callest it, forth and back again, must need be done 'twixt now and sunrise."*

This rationalization allows him to agree with his Id's desires. However, the Ego sometimes presents a conflict. When Goodman Brown attends the ritual and realizes the true character of those in attendance, he is disappointed that it does not match his expectations. The stark reality of the ritual's proceedings contrasts sharply with his expectations, leading to profound disillusionment.

> *"The cry of grief, rage, and terror was yet piercing the night when the unhappy husband held his breath for a response. There was a scream, drowned immediately in a louder murmur of voices, fading into far-off laughter, as the dark cloud swept away, leaving the clear and silent sky above Goodman Brown."*

Meanwhile, the Superego in this story represents the moral component of Goodman Brown's personality which is deeply influenced by his Puritan upbringing and the strict social norms of his community. The Superego represents the internalized standards and values that guide an individual's sense of right and wrong. In Goodman Brown's case, this aspect of his psyche is initially robust, reflecting the strong moral code instilled in him through his Puritan education and the rigid expectations of his society. This strong Superego is evident in Goodman Brown's initial reluctance to participate in the satanic ritual. His hesitation reveals a deep-seated respect for the moral principles and religious teachings he has been taught since childhood. This moral conflict is illustrated by his internal struggle as he debates whether to attend the ritual, despite his growing curiosity and desire. His regret upon deciding to leave his wife behind further highlights the Superego's influence, as he experiences guilt and a sense of betrayal for deviating from the ethical path expected of him.

Hawthorne masterfully employs the concept of social background to explore its impact on Goodman Brown's reactions and behavior. The story critiques how an individual's social and moral upbringing profoundly shapes their actions and decisions. Nathaniel Hawthorne's Young Goodman Brown carefully

explores the subject of social background and how it affects Goodman Brown's behavior and reactions. The story criticizes the significant influence that an individual's social and moral upbringing has on their behaviors and choices. Goodman Brown's experiences and perceptions are strongly ingrained in the beliefs and traditions of his Puritan community. Hawthorne shows how Brown's strict commitment to these societal and moral demands causes a crisis of faith and internal struggle. By depicting Brown's viewpoint as affected by his upbringing, Hawthorne emphasizes the larger theme that our actions and choices are heavily influenced by the social and moral conditions in which we are raised. The study emphasizes the significant impact that cultural influences can have on personal views and conduct.

Goodman Brown's internal conflict between his suppressed desires and the moral standards of his Puritan society illustrates the tension between personal inclinations and societal expectations. This statement implies that Goodman Brown struggles within himself because his passions and urges contradict the rigorous moral precepts of his Puritan civilization. His internal turmoil reflects a larger tension between his personal feelings and the demands imposed by the society in which he lives. Essentially, it demonstrates how individual goals can clash with societal norms and demands, resulting in constant internal and external conflict. Despite the Superego's strong influence, Goodman Brown remains trapped in his inner turmoil, reflecting the broader theme of how societal pressures can create internal conflict and moral ambiguity. The text implies that, despite being greatly influenced by his Superego (the part of the brain that preserves moral norms and societal regulations), Goodman Brown experiences internal problems. This mental battle reflects a larger theme: societal pressures and expectations can cause confusion and moral doubt in individuals. Essentially, the Superego's influence provides external moral norms, but Goodman Brown's conflict demonstrates how these standards can cause inner anguish and confound one's sense of right or wrong.

The influence of a person's social background is very important in their reactions and behavior. A person's social background has a significant impact on their attitudes and behavior since it molds their values, perceptions, and responses to diverse situations, eventually dictating how they interact with the world and interpret their experiences. In this story, Hawthorne uses the concept of background well but Brown remains lost to criticize the way society places great emphasis on background to determine the importance of the person in society (Kharbutly & Omoush, 2021).

"With almost a serene deportment, he passed through the crowd, staring in amazement at the varied and vivid figures around him.".

The statement conveys the idea of how social context influences perceptions and reactions, which is consistent with the critique of society's reliance on background to determine one's importance. The quote above demonstrates Brown's delight and eventual disillusionment with his attempt to reconcile his background-based assumptions of society with the reality he encounters. The line above simply depicts Goodman Brown's evolving perspectives as he encounters a variety of individuals in the forest, posing a significant challenge to his previously held ideas. This reaction demonstrates the influence of his social background on his early perceptions of societal rules and practices. Brown's disbelief illustrates the contradiction between his upbringing-shaped concept of social roles and the complex world he now faces. His answer criticizes society's emphasis on social background to determine one's importance, demonstrating that moral worth and true character are not correctly reflected by exterior appearances or social standing. The phrase emphasizes the story's broader commentary on the difficulties of evaluating people purely on their social situation.

2) Questioning the Morality of Others

Another way in which Goodman Brown's actions go against social norms is in questioning the morality of others which is driven by the conflict between his Id, Ego, and Superego. His Id desires to explore the unknown and experience something forbidden, leading him to attend the satanic ritual. His Ego rationalizes this decision by convincing himself that it is necessary to fulfill his desires. However, his

Superego is weakened by the exposure to the dark aspects of human nature, leading him to question the morality of everyone around him, including his wife Faith.

"Old Deacon Gookin was at domestic worship, and the holy words of his prayer were heard through the open window. "What God doth the wizard pray to?" quote Goodman Brown."

When Goodman Brown discovers that even those he holds in high regard and trusts implicitly are participants in the satanic ritual, he experiences a profound crisis of faith and trust. This revelation shakes the very foundations of his moral and ethical beliefs. The realization that respected figures within his community, including his wife, are involved in such nefarious activities forces him to reassess his previously held notions of morality and integrity. The boundaries between good and evil, which were once clearly defined in his Puritan worldview, become blurred. This newfound uncertainty leads him to question the sincerity and virtue of everyone around him, causing him to doubt the moral fabric of his entire community.

As Goodman Brown delves deeper into the ritual, his internal conflict intensifies, revealing a significant aspect of his defense mechanism: self-denial. This defense mechanism manifests as he begins to reject not only his previously unwavering belief in Puritan values but also starts to question his own identity and sense of self. His journey into the forest, driven by a desire to confront and understand his hidden desires and fears, paradoxically leads him to a deeper state of confusion and self-doubt. Brown's encounter with the ritual forces him to confront the uncomfortable reality that the moral absolutism he once relied upon is far more complex and compromised than he ever imagined. This internal strife, marked by a profound disillusionment with both himself and the society he once revered, illustrates a deep psychological struggle with identity and moral certainty (Kharbutly & Omoush, 2021).

3) Loss of Faith in Humanity

Goodman Brown's loss of faith in humanity and his own moral identity is a result of the imbalance between his Id and Superego due to doing something against social norms. As he became disillusioned with the darker aspects of human character, he began to question the foundations of his own moral identity. This psychological imbalance arises from her involvement in behavior that directly conflicts with the strict moral standards of his Puritan community. When he roams into the forest and witnesses satanic rituals, which include many things he previously held in high esteem, his Id's curiosity and desire for novelty clashes violently with his Superego's deeply ingrained sense of morality and social propriety.

"On the Sabbath day, when the congregation was singing a holy Psalm, he could not listen because an anthem of sin rushed loudly upon his ear and drowned all the blessed strain."

This loss of faith is a direct result of his exposure to the evil and sin he sees around him. Eventually, Goodman Brown's rejection of society and its norms is seen in his inability to trust anyone, including his wife. This rejection is a result of his Superego that everyone, including those he once considered, to have a good moral, can be sinful and evil. His disillusionment culminates in an inability to trust even his most intimate relationship—his wife, Faith. Her name, symbolizing his lost virtue, becomes a poignant reminder of the moral decay he perceives in the world.

This realization undermines his previously unshakeable moral certainty, leaving him in a state of profound skepticism and isolation. His belief that everyone, regardless of their outward virtue, can harbor dark, sinful inclinations shakes the very foundation of his moral understanding. As a result, Brown's psychological state deteriorates, manifesting in heightened anxiety, fear, and an overarching disillusionment with the society he had once held in high esteem.

The psychological rift in Brown's psyche reached a critical point when his hostility towards his Puritan heritage became manifest. This hostility was not a reactionary blow-up but a deep and honest response to the truth he felt. Far from being a failure, Brown's refusal to continue following the rigid norms of his community signifies a dignified attempt to reconcile his internal conflict with the harsh realities he encounters. His struggle to integrate the shocking revelations of human fallibility with his previous moral

convictions reflects a deeper existential search for authenticity and truth. This transformation underscores the complexity of his character and highlights the intense psychological and moral conflicts that define his journey (Kharbutly & Omoush, 2021).

3.1.2. The Conflict in the Story "A Young Goodman Brown" Reveals Anxieties and Fears

In the short story "A Young Goodman Brown" by Nathaniel Hawthorne, a range of psychological issues is vividly explored through the experiences of the protagonist. These issues include profound self-doubt, concealed desires, fear, and anxiety, all of which are central to Goodman Brown's internal and external conflicts.

1) **The Fear of Inherent Sinfulness, Disillusionment with Perceived Virtue, and Lack of Spiritual Faith**

The anxiety that pervades the character of Goodman Brown in Nathaniel Hawthorne's "Young Goodman Brown" is deeply rooted in his fear of inherent sinfulness, both within himself and others. This fear intensifies as he confronts the devil in the forest, who exposes the townspeople's hidden flaws. The devil's argument that "Evil is the nature of mankind" profoundly impacts Goodman Brown, leading him to confront the unsettling realization that sin is a fundamental aspect of human nature. This revelation sets off a profound internal conflict as Goodman Brown grapples with the understanding that no one, including himself, is immune to the corrupting influence of evil.

"Depending upon one another's hearts, ye had still hoped that virtue was not all a dream. Now are ye undeceived? Evil is the nature of mankind. Evil must be your only happiness. Welcome again, my children, to the communion of your race."

The devil's argument that "Evil is the nature of mankind" leads Goodman Brown to confront the belief that sin is a basic aspect of human nature. This revelation begins a deep internal conflict as Goodman Brown struggles with the realization that no one, including himself, is free from the corrupting effect of evil.

Besides that, the disillusionment with perceived virtue caused a severe anxiety effect on Goodman Brown. Goodman Brown's anxiousness becomes worse by his frustration with the perceived virtues of people around him. Throughout his journey, he sees important people of his town, like Goody Cloyse, Deacon Gookin, and even his wife, Faith, interacting with the devil. These encounters undermine his idealistic beliefs about their piety and moral integrity. For example, when Goodman Brown sees Goody Cloyse, his catechism teacher, he is shocked to learn her actual nature:

"That old woman taught me my catechism!... And this simple sentence was full of meaning."

This revelation creates feelings of betrayal and loneliness, as Goodman Brown finds that individuals he trusts and looks up to are flawed and immoral. The discovery that even those he considered virtuous are participating in the devil's communion further erodes his faith in humanity.

Additionally, the implication of Goodman Brown's fears is his lack of spiritual faith. His wife's Faith is a representation of his devotion to religion and faith in the goodness of God. Despite this, his confidence is completely shattered when he realizes that she is taking part in the witches' sabbath. In a state of despair, he screams,

"My faith is gone!".

This exclamation represents not just the loss of his wife, but also the breakdown of his spiritual convictions. The novel finishes with Goodman Brown returning to the community as a transformed man.

"a stern, sad, darkly meditative, distrustful, if not desperate man".

This shift emphasizes the devastating impact of his loss of faith, which resulted in a life marked by cynicism and despair.

According to Dodhy (2017), fear is a common aspect of human psychology that affects one's thoughts, feelings, and behaviors. This indicates that fear can influence a person's cognition, emotions, and

behavior in a variety of settings. Ultimately, Goodman Brown's fear is a lack of spiritual faith and the downfall of his religious beliefs represents his wife Faith represents his religious dedication and belief in God's kindness.

The anxiety that pervades Goodman Brown's character is a complex interplay of fear, disillusionment, and loss of faith. His confrontation with the devil and the subsequent exposure of the townspeople's flaws lead him to question the very nature of humanity. The novel highlights how fear can lead to a breakdown in spiritual convictions and a shift towards cynicism and despair. Goodman Brown's story serves as a cautionary tale about the dangers of unchecked fear and the importance of maintaining faith in a seemingly corrupt world.

2) The Loss of Innocence

The massive sense of wickedness and sin that Goodman Brown experienced while traveling through the woodland was the primary source of his fear. The anxiety arises from the contrast between the Puritan belief that Satan is omnipresent and the possibility of wicked activities committed by humans. The enigmatic wanderer represents the devil, who introduces Goodman Brown to the world's hidden crimes, causing him to miscalculate its holiness.

"Depending upon one another's hearts, ye had still hoped that virtue was not all a dream. Now are ye undeceived? Evil is the nature of mankind. Evil must be your only happiness. Welcome again, my children, to the communion of your race."

As an example, sin is a part of human nature as mentioned by the traveler, and "Evil is the nature of mankind. Evil must be your only happiness". This quote emphasizes the dread of the Conformists towards sin as the inevitable essence of the human race, which is why Brown is deeply afraid of his soul.

Goodman Brown's fear is exacerbated by his loss of innocence, a common theme in Hawthorne's novels. The excursion into the forest marks a rite of passage for Goodman Brown, who is confronted with the harsh realities of human nature. The discovery that respected persons, such as Goody Cloyse and Deacon Gookin, are in alliance with the devil causes him immense disappointment and disillusionment.

"Young Goodman Brown stepped forth from the shadows of the trees and approached the congregation, with whom he felt a loathful brotherhood by the sympathy of all that was wicked in his heart"

Based on the quote above, it is clear that this loss of innocence, along with the knowledge of his tendencies for evil, heightens Goodman Brown's anxiety and sense of moral corruption. Meanwhile, Goodman Brown's fear is further driven by isolation and alienation. As his faith in the righteousness of his community dwindles, he is increasingly estranged from everyone around him. This isolation is both physical and psychological, as indicated by his alone trip through the forest and subsequent seclusion from society.

"A stern, a sad, a darkly meditative, a distrustful, if not a desperate man did he become, from the night of that fearful dream"

Goodman Brown's loss to reconcile his experiences in the forest with his past convictions leads to a severe sense of alienation, which fuels his anxiety. Furthermore, Goodman Brown's concern stems from a lack of clarity about the nature of morality and faith. The uncertainty of his encounter in the forest—whether it was a dream or reality—keeps him in a state of constant uncertainty.

"And when he had lived long, and was borne to his grave a hoary corpse, followed by Faith, an aged woman, and children and grandchildren, a goodly procession, besides neighbors, not a few, they carved no hopeful verse upon his tombstone, for his dying hour was gloom"

Based on the paragraph above, this ending represents the long-term influence of doubt on Goodman Brown's life, as his inability to determine the validity of his experience results in a life missing hope and filled with fear.

In line with this, Dein (2010) argued that sin is the outcome of how fear and anxiety react. Dein's notion that sin is the ultimate result of how fear and anxiety react implies that if fear and anxiety are not managed effectively, they might lead to undesirable behaviors and moral failures. Dein's concept says that sin or moral failing is often caused by how fear and anxiety are handled. If these emotions are not properly handled, they might result in unwanted behaviors and poor decisions. Unmanaged fear and anxiety can drive people to act in ways that go against their moral convictions, resulting in immoral or unethical behavior. Thus, acknowledging and managing these emotions is critical to avoiding moral failings.

Fear and anxiety can distort perception and decision-making, leading people to act in ways that damage themselves and others. This psychological output of distress can distort perception and decision-making, causing individuals to act in ways that harm themselves and others. These emotions can cloud judgment, causing people to make rash or foolish decisions that they would not otherwise make. When confronted with dread and worry, people may lash out, mislead, or indulge in self-destructive behaviors as a coping technique. This misconception may disrupt relationships, weaken trust, and have negative implications in both personal and social contexts. Thus, skillfully managing fear and anxiety is critical for maintaining healthy behavior and making informed decisions.

In the story, the enormous sensation of wickedness and sin that Goodman Brown felt while wandering through the woods was the root of his anxiety, which was exacerbated by his loss of innocence, loneliness, and lack of morality and religion. Goodman Brown's deep sense of wickedness and sin throughout his time in the woods serves as the story's central source of concern. This overwhelming emotion is heightened by his loss of innocence, which stems from understanding the darker side of human nature that contradicts his previously held ideas about his community's kindness. His loneliness in the bush worsens his misery, as he feels cut off from the customary support of his church and community. This disconnection from his religious and moral grounding exacerbates his sense of moral and spiritual confusion. Finally, the confluence of these reasons causes his inability to reconcile his horrific experiences with his previous values, resulting in a serious psychological and moral crisis.

In conclusion, Nathaniel Hawthorne's "Young Goodman Brown" clearly depicts the fundamental reasons for fear and anxiety through the protagonist's perilous journey. The story shows how Goodman Brown's meeting with evil and sin, his consequent loss of innocence, his isolation and alienation, and his ongoing doubt and confusion all lead to his chronic anxiety. These components jointly reflect the worries present in Puritan culture and the broader human condition, emphasizing the fragility of religion and the ambiguities of human morality. Hawthorne's study of these topics offers a poignant case of inflexible moralism while also reflecting the common struggle with disillusionment and fear of the unknown, ultimately demonstrating fear's transformational and consuming power.

3.2. Discussion

The study "Young Goodman Brown" by Nathaniel Hawthorne delves into the profound psychological and moral conflicts that arise when individuals confront the darker aspects of human nature. This exploration is deeply rooted in the character of Goodman Brown, whose actions are driven by his hidden desires and reveal the inherent anxieties and fears that are part of human nature. Goodman Brown's decision to leave his village on a journey can be seen as both literal and allegorical. This journey symbolizes his inner conflict and his desire to confront the darker aspects of human nature. This is in line with (Kharbutly & Omoush, 2021) which focuses on Brown's psychological motivations. These motivations stem from a deep-seated need to understand and confront the evil that he perceives in the world around him. This perception is rooted in the Puritanical society in which he lives, where the fear of sin and the devil is omnipresent.

Furthermore, Brown experiences a condition of sadness towards the end of the novel that culminates in his psychological uncertainty, placing him among the group of romantics known as the "dark" romantics of the era. This study is in line with Khabutli and Omoush's study titled "Socio-Psychological Alienation

in Nathaniel Hawthorne's "Young Goodman Brown," because both discuss moral conflicts, also called inner conflicts. Last but not least, the findings of this study are also related to Kharlbutli and Omoush's finding that Goodman Brown's action is driven by his hidden desires. They reveal the anxieties and fears causing the psychological confusion in Brown's psyche, which reaches its peak in a state of depression.

This study entitled Hidden Desires and Social Norms in 'Young Goodman Brown': A Psychoanalytic Analysis has a deeper analysis to examine the trigger of Goodman Brown's hidden desire because it delves into Goodman Brown's psyche to comprehend his actions, which are against social norms, which can be considered a new object of analysis in this short story in the psychoanalytic field. Aside from that, this study also has many weaknesses, such as a lack of supporting ideas and bad grammar, which impact whether this study is legitimately valid for another researcher.

3. Conclusion

Based on the examination of the short story "Young Goodman Brown" by Nathaniel Hawthorne, it can be concluded that the story is a deep exploration of the psychological and moral conflicts that arise when individuals confront the darker aspects of human nature. The story delves into the protagonist's Goodman Brown journey which is marked by decisions that go against the moral codes and social norms of his Puritan community. Goodman Brown's action is driven by his hidden desires, revealing the anxieties and fears that are inherent in human nature.

Goodman Brown's experience with satanic rituals in the forest led him to question others' morality, including his wife, Faith. This disillusionment causes a loss of faith and innocence, leading to a deep sense of alienation and isolation. His inability to reconcile his experiences in the forest with his past beliefs results in a life characterized by cynicism and despair. The story ultimately reflects the broader human condition, emphasizing the fragility of religion and the ambiguity of human morality.

Aside from discussing the findings of this study, this research also presents various ideas connected to the aims and outcomes of the debate. The researcher suggests future researchers deeply explore and examine this whole project in different fields of criticism in literature to get different points of view about this subject.

For additional analytical interest, the author proposes conducting this psychoanalysis research in another literary work, such as a short story, novel, or narrative. This will be valuable if another researcher wants to collect the same data in the future. Additionally, the researcher expects that this study will serve as a reliable reference for further studies or research into literary work analysis for the reader and scholar.

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