Writing Ourselves

An Anthology

of Academic

and Creative Writings

Dr. Daniel Ginting, Angela Putri Natalia, Astina Indiarti,
Audry Amanda, Ayuning Budhi Prawesti, Cindy Yuwono,
Darmaning Eka Ferinda Putri, Deodatus David Jiuangga,Ghodur Abiyyutsabitul
Azmi, Hanny Natalia Sofian,Jason Matthew Kevin,
Karent Chandra, Nabila Alfiatuzzhara Arifendy, Natalia Kristianti Siren,
Ratna Wulan Wijaya, Renita Ravellia,Shallomita Nathania Abadi,
Veronica Michelle,

Editor: FX Dono Sunardi

Writing Ourselves :
An Anthology of Academic and Creative Writings

Dr. Daniel Ginting
Angela Putri Natalia
Astina Indiarti
Audry Amanda
Ayuning Budhi Prawesti
Cindy Yuwono
Darmaning Eka Ferinda Putri
Deodatus David Jiuangga
Ghodur Abiyyutsabitul Azmi
Hanny Natalia Sofian
Jason Matthew Kevin
Karent Chandra
Nabila Alfiatuzzhara Arifendy
Natalia Kristianti Siren
Ratna Wulan Wijaya
Renita Ravellia
Shallomita Nathania Abadi
Veronica Michelle

Writing Ourselves :
An Anthology of Academic and Creative Writings

Preface from the Editor

In today's digital world, writing skill is at a unique crossroads. On the one hand, writing is something that remains important, continues to be relevant, and even essential in the future. It is valid to say that there is no great culture and civilization in this world that is not built on writing and the ability to write. People who write and produce writings will be able to record important events and great achievements to be inherited and passed on by the next generation. Only the culture that inherited the writings was able to survive and grow.

On the other hands, not too many people, especially in Indonesia, have the will and ability to write. Especially nowadays. Many say that the current generation is a generation that gets bored easily, has a short attention span, has difficulty in focusing, is keen to find instant solutions, and always in needs of constant *healing*. This is, of course, an exaggeration and cannot be true in its entirety, because many of today's generation are still creative. It's just that they are creative and active in the digital and audio-visual world, not in the conventional writing world.

However, conventional writing is still very important in any age. Writing does not only require broad and deep knowledge, the ability to do research, the ability to find ideas and develop them, but also the willingness to be alone. Writing is not a 'fun' glamorous job, in the limelight, cherished by people, admired by others. Writing is an individual work. Writers have to endure being alone, sitting for hours racking up ideas, searching or doing research, synthesizing pieces of data, triangulating, and so on. Because of the difficulty or because of the hard work involved in writing, not everyone wants to be a writer. But yes, just like any other job is not for everyone, so is writing. Writing is not for everyone.

And yet, writing is the "only" way so that we can be known and noticed by people intellectually and creatively. So, it is appropriate that students are encouraged to write. The scientific articles and creative writings collected in this anthology are the

result of the ideas, and the persistent will of the authors. This, of course, is commendable and can be something the authors are proud of. The articles and writings compiled in this anthology come from the thoughts and ideas of students about their lives on campus, both intellectually and creatively.

Michelle, Angela, and Deodatus wrote critical articles about an Indonesian law that prohibits the dubbing of imported films. According to them, this does not make sense. How is dubbing considered to be damaging to the nation's culture? They found no direct connection between the two. Jason writes about how we can improve our English Speaking Skills. The key word, according to Jason, is dare to try. Audrey writes about the effectiveness of English subtitles to improve English language skills. Darmaning highlighted the issue of the school literacy movement in improving students' vocabulary skills. Astina tries to see which is more effective for learning between e-books and printed books. Meanwhile, Nabilla's article discusses the social environment in language learning.

Creative writings in the form of short stories which are enjoyable can also be read from this anthology. The short stories also raise themes that are not far from the lives of today's generation. There are ideas that are important and critical toward the previous generations' old values. These writings voice the concern and sensitivity of students, who then write them down creatively. As a start, these short stories alone deserves appreciation, regardless of how much literary content in them.

So humbly but proudly, we present this anthology book. Hope it bring joy, happiness and insights to its readers.

Dono Sunardi
dono.sunardi@machung.ac.id

Table of Contents

Writing Ourselves :
An Anthology of Academic and Creative Writings

Going back to College: How should teachers manage their classes after learning from the pandemic?

Daniel Ginting
daniel.ginting@machung.ac.id

Introduction

Educators are familiar with the term blended learning. Combining technology and face-to-face meetings is generally labeled a blended learning model (Ceylan & Kesici, 2017). Moore et al. (2017) call blended learning hybrid learning, which combines traditional learning with virtual learning components. In other words, we can emphasize that blended learning is an instructional strategy that embeds technology and emphasizes the student-teacher relationship to enhance student engagement, independence, and achievement. Teachers record their teaching through videos and share the material's content with the learning management system. With this internet technology-based learning model, students can access and study learning materials before meeting the teacher in class face-to-face meetings. If they have difficulties understanding the contents of the instructional video, they can ask their friends and even ask for advice/opinions from the teacher. The teacher can promote students' collaborative learning by assigning them project activities. These activities make students communicate and help each other. In short, we can conclude that blended learning environments are created when different modes of effective instruction are delivered as students engage in meaningful, interactive learning experiences. The goal of blended learning is to mix the positive attributes of both web-enhanced and face-to-face learning.

Not a few researchers have found the benefits of blended learning for teachers and students. Hedberg (2011), for example, found that the teachers from the six schools in his study were introduced to technological innovations. Hedberg discovered that the integration of the technology afforded more effective practices and strategies to redefine the work of learning and teaching. Demski (2012) reported the importance of schools providing multidimensional and practical learning environments. She mentions that students were able to communicate through the application of video conferences with teachers across town and with students from around the world. The advantage of multi-functional environments is that it provides a setting where instructor and student can work together collaboratively and separately to accomplish learning goals. Svinicki and McKeachie (2011) found that technology has had numerous applications. However, the inclusion of technology with face-to-face allows for creativity and the expansion of the communication, information sharing, and web-based applications that would not otherwise be a part of the classroom learning. Clayton et al. (2010) postulated that participants in their study described the hybrid environment as one that brings together the benefits of the online environment with the professor's social interactions and physical presence. From the results of this study, we conclude that blended learning can accelerate the achievement of student competencies. Technology enables teachers and students to communicate virtually, work together collaboratively, accomplish learning goals, expand communication, and share information.

When the pandemic hit in mid-2020, educators increasingly became dependent on network-based learning. Face-to-face meetings were then replaced with live sessions via Zoom, Google Meet, or MS Team. Thus, the blended learning model should still be implemented. However, we can ask whether the teacher has implemented the blended learning correctly. To what extent have teachers effectively

implemented blended learning models during the pandemic? This question can open opportunities for further study.

Nevertheless, today's reality speaks otherwise. Schools and colleges have started to offer limited face-to-face classes in the new normal. Thus, the more appropriate question is whether teachers still consider blended learning as a reliable teaching approach in the new normal education context? Will they forget all the educational technology tools because they are back in class?

The extent to which the form of blended learning that teachers must carry out during the new normal is a question that is not easy to answer. However, we believe that blended learning as a representation of innovation in educational technology must continue to be developed. The new normal era does promise the restoration of elements of interaction, attention, and emotional bonds that were "lost" in fully online learning. This paper aims to explain the importance of maintaining technology-based learning and teaching innovation even though education must experience the dynamics of inevitable change.

Blended Learning in the New Normal

Starting something new is not always easy. The author noticed that both teachers and students did not always see the limited meeting plans during the new normal from the same perspective. Even most of them are still pessimistic about returning to class. Some of the reasons that the author often hears from the group are that they are still afraid of contracting COVID-19, feel comfortable with the zone from online classes, do not worry about additional costs for transportation, house rent, food costs, and so on. Students prefer to study full online because the government and campus policymakers have never forced teachers and students to have face-to-face classes.

On the other hand, there is a small group of students who want face-to-face on campus. This new condition is undoubtedly a challenging situation the teacher must go through and take action to solve. In this section, the author describes several aspects of blended learning management in a new normal educational situation that demands fulfillment from parties with different expectations.

Fostering personalized and differentiated learnings to meet individual student needs

The philosophy of blended learning is respecting differences and emphasizing personalized learning. Blended learning seeks to accommodate a variety of different interests and learning styles. Thus, when the teacher can facilitate learning activities by paying attention to the interests of different students, this means that the teacher has understood the philosophy of blended learning well. Thus, when dealing with students with different demands and views, it is an opportunity for the teacher to actualize the blended learning philosophy. Prohorets and Plekhanova (2015) say that the teacher's courage to accommodate the requests and perspectives of different students encourages increased learning outcomes and interactions within the learning environment as it fosters differentiation. All learners experience success as teachers individualizes student work and personalize instruction to meet the needs of diverse learners (Sheninger, 2016). Students can actively engage in the learning process that is personalized and differentiated to meet individual student needs (Kaur, 2013). In a system with such diversity among learners, blended learning also provides students with an opportunity to reflect on their learning. A more flexible and social learning environment is developed through blended learning that places the student at the center (Nortvig et al., 2018). Blended learning has been able to increase engagement and transition the learning environment to being student-centered as effective technology

implementation provides more dynamic and interactive learning opportunities

Optimizing the quality of an asynchronous meeting

The first step that teachers must take in a situation where there is a diversity of perspectives during the new average era is to build a democratic view. The teacher with a democratic view tries to respect the choices of others even though those views may differ from his personal views. Spooner et al. (2000) and Kiefer-O'Donnell and Spooner (2002) emphasize respecting the diversity of views, including diverse talents and ways of learners. When a teacher respects a student's point of view, he or she will gain the trust of their students. Feeling appreciated, these students voluntarily finally supported the teaching and learning activities that the teacher designed. In general, students who get respect from their teachers will respond namely reciprocity, cooperation, and engagement.

Holding face-to-face meetings with students in class and students studying online simultaneously is not always easy. Teachers must think hard to facilitate learning for both groups somewhat. Teachers are challenged to creatively bring a teleconference platform to life (Zoom, Google Meet, or MS Team) while continuing to interact with students in face-to-face classes. The potential problem is that the teacher may find it challenging to monitor all students and distribute their attention evenly. In addition, teachers must also ensure that they have technological devices that support this mixed teaching style. When the campus has problems with the internet network, teachers finally experience obstacles in conveying the material properly.

However, holding limited face-to-face meetings while teaching other students at home online remains a breakthrough for teachers to get off to a good start. We believe that synchronous instruction facilitates hands-on learning experiences. This synchronous instruction challenges

the teachers' resilience to survive and become creative in finding effective teaching models. The teacher's creativity helped him to formulate a face-to-face class into a class with a short duration but containing relevant pedagogic messages. Limited face-to-face classes are a quality time for teachers to hone their students' competencies. Synchronous learning components increase equity and opportunity for students to be active participants in classes that they may otherwise not have the opportunity to participate in due to geographic location or lack of transportation (Bower et al., 2015). In short, this synchronic meeting allows teachers and students to discuss each other and sharpen their understanding: by doing exercises that test competence. The teacher takes advantage of this synchronous moment by providing feedback.

Managing asynchronous instructions with quality teaching contents

One of the keys to successful blended learning is how teachers can prepare their learning designs in a self-paced, directed, asynchronous learning mode. Teachers must pay attention to several elements of their online instruction, including determining performance objectives, providing a complimentary delivery method, and maintaining interactive online components (Kaur, 2013). Learning objectives must be clear and measurable. Teachers can allocate reasonable time for students to study the material, including encouraging them to work in groups and have discussions.

Asynchronous learning sessions enable learners and educators to engage in the learning process at any time and from any location by viewing online resources such as PowerPoints, articles, and videos. This learning model creates flexibility and adds time to classroom discussions (Güzer & Caner, 2013). Additionally, students are given more control of time and space, responsibility, and interdependence. Thus, students are challenged to master tasks independently, with less support from teachers and peers.

A successful blend is using a learning management system (LMS) that meets teacher and student needs (Loomis, 2015). An LMS will support the teacher by increasing efficiency in grading student work and reporting student grades while also saving time during transitions by electronically distributing and collecting student work. A learning management system also organizes and creates engagement opportunities among content, peers, educators, and learners (Nortvig et al., 2018). Engaging content and interactions with the use of online platforms is essential for student success in a hybrid environment

Feedback

Social and emotional learning aids a student in understanding situations from another student's perspective better and better empathizing with and demonstrating genuine concern for other students (Goleman et al., 2010). Students who can extend their capacity to relate with other students and apply emotional intelligence can blend an understanding of cognitive skills with natural systems to empathize with all living things. To reinforce more positive responses to emotions over time, emotional intelligence skills should be taught in a manner that educates students about what is happening within their bodies (Jensen, 2008). Emotions influence a student's ability to learn. Therefore, research-based interventions must also be combined with emotional learning (Connell, 2009). Laxman and Chin (2010) have found that the encouragement for learners to become risk-takers develops when effective teaching practices take place in a safe learning environment that embraces brain-based and social and emotional learning.

Conclusions

Technology can enhance learning, but it is not without its problems. Digital literacy must be provided as part of the integration process. Educators are responsible for

empowering students and faculty with the knowledge on how to garner the best benefit from these tools. They also have the responsibility to ensure and teach safety to students to make them aware of the risks of the Internet and social media. There must be ongoing instruction and support to students and staff using technology to get the most benefit yet be knowledgeable about digital and media tools.

Blended learning does not replace the teacher but instead shifts instruction from teacher-centered to student-centered. Teacher-centered instruction refers to the teaching style in which the teacher directly transfers knowledge to students. The teacher, as the decision-maker, designs the learning environment and determines the processes for learning. On the other hand, a student-centered approach highly engages students through knowledge acquisition while shifting the role of the teacher to the facilitator. As the teacher shifts to the facilitator role, the teacher must consistently monitor progress as a student's ability to self-regulate within the blended learning classroom is vital for determining success.

References

Bower, M., Dalgarno, B., Kennedy, G. E., Lee, M. J., & Kenney, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. *Computers & Education, 86*(1), 1-17.

Ceylan, V. K., & Kesici, A. E. (2017). Effect of blended learning to academic achievement. *Journal of Human Sciences, 14*(1), 308.

Clayton, K., Blumberg, F., & Auld, D. P. (2010). The relationship between motivation learning strategies and choice of environment whether traditional or including an online component. *British Journal of Educational Technology, 41*(3), 349-364.

Connell, D. (2009). The global aspects of brain-based learning. *Educational Horizons, 88*(1), 28-39.

Demski, J. (2012). Thinking inside the box . *T.HE Journal, 39*(1), 20-22.

Goleman, D., Barlow, Z., & Bennett, L. (2010). Forging new norms in New Orleans: From emotional to ecological intelligence. *Education and the Environment, 37*(4), 87-98.

Güzer, B., & Caner, H. (2013). The past, present and future of blended learning: An in depth analysis of literature. *Procedia – Social and Behavioral Sciences, 116*.

Hedberg, J. G. (2011). Towards a disruptive pedagogy: Changing classroom practice with technologies and digital content. *Educational Media International, 48*(1), 1-16.

Jensen, E. (2008). *Brain-based learning: The new paradigm of teaching (2nd ed.).* Corwin Press.

Kaur, M. (2013). Blended learning – Its challenges and future. *Procedia – Social and Behavioral Sciences, 93*(1), 612 – 617.

Kiefer-O'Domnnell, R., & Spooner, F. (2002). Effective pedagogy and e-learning. Teacher education and special education. *25*(2), 168-170.

Laxman, K., & Chin, Y. K. (2010). Brain-based education: Its pedagogical implications and research relevance. *I-manager's Journal of Educational Psychology,, 4*(2), 1-5.

Loomis, K. (2015). *Blended learning: What it takes to do it right. A District Administration Web Seminar Digest.* Retrieved from https://districtadministration.com/blended-learning-what-ittakes-to-do-it-right/

Moore, M., Robinson, H. A., Sheffield, A., & Phillips, A. S. (2017). Mastering the blend: A professional development program for K-12 teachers. *Journal of Online Learning Research, 3* (2), 145-173.

Nortvig, A., Petersen, A. K., & Balle, S. H. (2018). A literature review of the factors influencing e-learning and blended learning in relation to learning outcome student satisfaction and engagement. *The Electronic Journal of ELearning, 16*(1), 46-55.

Prohorets, E., & Plekhanova, M. (2015). Interaction intensity levels in blended learning environment. *Procedia – Social and Behavioral Sciences, 174*(1), 3818-3823.

Sheninger, E. C. (2016). *Uncommon learning: Creating schools that work for kids.* Corwin.

Spooner, F., Agran, M., Spooner, M., & Kiefer-O'Donnell, R. (2000). Preparing personnel with expertise in severe disabilities in the electronic age: Innovative programs and technologies. *Journal of the Association for Persons with Severe Handicaps, 25*(2).

Svinicki, M., & McKeachie, W. J. (2011). Tailoring your teaching styles. In L. Ganster, & C. & Cox, *Teaching tips strategies research and theory for college and university teachers (13th ed., pp.165-199). .* Belmont, CA: Wadsworth Cengage Learning.

Preserving Cultural Integrity: Universitas Ma Chung Students' Take on Indonesia's Ban on Foreign Movie Dubbing

Disusun oleh: Veronica Michelle, Angela Putri Natalia, Deodatus David Jiuangga
Dosen Pendamping: Ounu Zakiy Sukaton, S. Hum., MGAL

INTRODUCTION

Each day, a lot of information is spread to the public due to the rapid advancement of technology. Television, movies, and the internet are the most common ways to get information and entertainment. For example, if an American movie producer releases a new movie, it won't take long for the information about the movie to be widely spread across the world through televisions and the internet. In movies, we can get entertainment, and sometimes it can contain a social representation of the world around the writer.

The mainstream media is undoubtedly an agent of socialization. Television shows, movies, popular music, magazines, Web sites, and other forms of mass media have an impact on our political ideas, popular culture preferences, attitudes toward women, people of color, homosexuality, and a variety of other beliefs and practices. Especially since according to Stoll (2022), the average daily time spent viewing television worldwide is 165 minutes. Thus, the amount of time that we are exposed to the media correlates to the intensity of the media's success in being an agent of socialization.

Nonetheless, our observation suggests that the role of media and internet use in Indonesia is strongly linked to cultural variables such as press plurality, freedom of press, movie genre preferences, internet penetration, and social media activity. Access to media and their role in society are shaped by culture. Media, on the other hand, tends to

reinforce social and cultural stereotypes (Genner & Süss, 2017). An example of this phenomenon is the emergence of stereotypes, such as all rich people are bad people, that are formed by structuring cultural routines and rituals such as viewing Indonesian soap operas.

Indonesia is no stranger to movies. We have been admiring and taking part in movie productions for a long time. Hence, our government has also passed laws regarding movies. According to Law Number 33 of 2009 concerning Film General provisions of article 1 paragraph (1), movies are defined as "A work of art and culture which is a social and media institution of mass communication based on cinematographic rules with or without sound and can be performed".

The national movie industry began to show its creativity in 1926, which was the year when the first movie was first published under the title Loetoeng Kasaroeng (Anjani, 2021). Not long after that, the Indonesian movie industry was hit by the economic crisis in the 1990s and this was further aggravated by the rise of movie imports. Moreover, this was exacerbated by the fact that American movie corporations dominated the movie industry from the early 1930s until the 1950s, due to their monopoly on recording technology. The American movie industry thrived during World War II, and as a result, European countries were easily overwhelmed by the 2500 pending American movies made during the war (Danan, 2002). It can be said that the same goes for Indonesia; thus foreign movie import continues to thrive to this day. Indonesian movie observer, Yan Wijaya, said that from 2018 to early 2019, there were about 150 Indonesian movies out in the cinemas, while the imported movies reached 250 to 300 (Lingga, 2019).

Watching movies in movie theaters gives us a particular type of enjoyment with the huge screen and powerful sound. In 2020, while the COVID-19 pandemic prevented us from going there, Subscription Video on

Demand (SVOD) like WeTV, Viu, Netflix, and Disney+ Hotstar, started to gain more public attention. They were the perfect choice for movie addicts who couldn't go to the movie theaters as well as bored people who wanted to find ways to entertain themselves during the national public activity restriction period. With only an email and an online payment gateway, we can easily purchase SVODs to watch various movies anytime, anywhere. Some of them are even free. These SVODs became one of the getaways for foreign movie consumption.

In terms of audio-visual mediums, dubbing and subtitling remain two of the most common ways to deliver a movie to the global audience. The subtitling method is done by displaying the text translation of the spoken dialogue. This way, the audiences are able to understand the content of the movie by reading the text below the show. On the other hand, dubbing is done by filling in the voices of the actors and actresses. Through this technique, the audience can enjoy and understand the content of the story from audio-visual shows without looking at the text underneath. However, in 2009 the Indonesian government enforced a law that restricts dubbing foreign films into Indonesian in order to preserve Indonesia's cultural integrity. Dubbing foreign movies into Indonesian is seen as a gateway to exacerbate the shift of Indonesia's moral and cultural compass. However, these past few years we have seen the infectivity of the aforementioned law. Many foreign TV shows and Movies (Indian, Turkish, Japanese, and Korean to name a few) have been dubbed into Indonesian and aired on local TV Channels. Thus leading us to our main question, "Is the restriction of dubbing really effective in preserving Indonesia's cultural integrity?" If so, "what are the inconsistencies in the law's implementation?" In this essay, we will attempt to answer these questions.

THE EFFECTS OF FOREIGN MOVIES ON INDONESIAN CULTURE

Culture is an important part of a community's ancestral inheritance that is passed down from generation to generation and reflects the society. In a multicultural country like Indonesia, it is understandable that one would want to protect one's heritage from foreign influences in the age of globalization. A prominent effect of exposure to a foreign culture can lead to a process of imitation, which might be reflected in one's attitude, character, and lifestyle. According to Kartika and Yenny (2017) in their study, from the results of the study, it can be seen that Indian drama shows on ANTV tend to influence how housewives imitate what is seen on television. It can be seen that there is a significant influence between the variables of foreign movies on the behavioral imitation of Indonesians.

Imported movies can affect our lifestyle. Due to the exposure of Korean culture from movies and the Korean wave to Indonesians, has generated a substantial cultural and moral shift, as well as indifference towards the country's own native culture. Initiated by soap operas and songs by Korean music groups in China, there was a change driven by teenagers who began to imitate what they saw, from clothes to hairstyles of Korean singers and models (Nugroho, 2005). Likewise, the same phenomenon has happened in Indonesia. As a result, it helps the younger generation assimilate and keep up with globalization and modernization. However, it is also thought to diminish Indonesia's national identity and cultural integrity.

According to Dewi and Furrie (2021), Korean drama series are popular among not only men but also most women in Indonesia, influencing people's attitudes, particularly women's, and becoming trendsetters. As a result, their lifestyle is influenced indirectly due to repeated exposure to Korean drama series, and people's innate behavior to imitate starts to develop. For example, Indonesians mimic and imitate

how Koreans communicate, dress up, and consume traditional Korean food. This shift has taken place without them recognizing consciously that it has affected their identity, even altering and putting Korean influences on our distinct eastern culture in, as is the case with taking selfies in Korean style.

In addition, imported movies affect one's attitude. For example, according to Juliswara (2014), *Tom and Jerry*, a popular imported cartoon movie series among kids, promoted violence. The characters frequently resort to violence to solve issues or exact vengeance, which encourages the proverb 'an eye for an eye and a tooth for a tooth'. Cartoon movies entice youngsters to keep watching the program, causing them to watch cartoons excessively, and it certainly affects the behavior patterns of children in everyday life (Arsita et. al, 2014). Therefore, by watching violent cartoon movies, children will become more accustomed to violence, become contemptuous, harsh, more aggressive, and feel like the world is full of violence (Juliswara, 2014).

It could be said that the influence of foreign movies has created a pleasant amalgamation between Indonesia's eastern culture and foreign influences. However, some people felt that this threatened Indonesia's culture. That is why the Indonesian government passed Law Number 33 of 2009 concerning Movie General provisions. Chapter 43 states, "Stakeholders in the movie industry are not allowed to dub foreign movies into Indonesian, except for imported movies for educational and/or research purposes."

Even though the Indonesian government has passed a bill to restrict the dubbing of foreign movies in an attempt to preserve Indonesia's cultural integrity, it has not been able to fully prevent or slow down the infiltration of foreign culture through foreign movies.

INDONESIAN SENIOR ACTOR'S PERSPECTIVE

Deddy Miswar, a senior actor in Indonesia, former Chairman of Indonesia's National Film Advisory Board (Badan Pertimbangan Perfilman Nasional), and a former Vice Governor of West Java, expressed his concern regarding the role of the Indonesian Film Censorship Institute (LSF) and the Indonesian Broadcasting Commission (KPI) when Law Number 33 of 2009 on movies Chapter 43 prohibited dubbing imported movies into Indonesian, except for educational or research purposes. He assesses that there are still movies and soap operas that are still allowed to be dubbed, such as soap operas from Turkey, India, and Korea. In addition, he suggests using subtitles for imported soap operas, because if this is allowed to continue, it will affect Indonesian culture, especially for people who consumed them explicitly (without considering the distinctions between foreign and local cultural and moral principles) (Gultom, 2016).

METHODS

In this paper, qualitative research methods have been implemented. Qualitative techniques provide a level of insight that is difficult to obtain from a close-ended questions survey. Respondents are free to share their experiences, thoughts, and feelings without fear of being judged (van der Weele, 2021). This is what we strive to achieve because respondents are free to elaborate on their responses. Our research target exclusively consists of Universitas Ma Chung students, which include students from various cultural and geographical backgrounds in Indonesia. This is really important because we want our respondents to be as diverse as possible. There are 70 students ranging from 18 to 24 years old who responded to the questionnaire and shared their opinions regarding the effectiveness of the Law on Dubbing in preventing a shift in national values and culture

RESULTS AND DISCUSSIONS

According to our questionnaire results, 48.4% watch imported dramas, movies, or cartoons very frequently, 38.6% frequently, 10% occasionally, 1.4% rarely, and 1.4% very rarely. Among them, 84.3% of respondents did not know about Law Number 33 of 2009 concerning Movie General provisions, stating "Stakeholders in the movie industry are not allowed to dub foreign movies into Indonesian, except for imported movies for educational and/or research purposes." The majority of the respondents, which is 65.7%, think that consuming imported dramas, movies, or cartoons does not cause moral degradation. Most of the respondents (92.9%) prefer to watch imported dramas, movies, or cartoons with subtitles, while 7.1% prefer to watch them with dubbing. In the question "Do you support the content of the Law on Dubbing which reads "Stakeholders in the movie industry are not allowed to dub foreign movies into Indonesian, except for imported movies for educational and/or research purposes"?", 52.9% answered "No". Afterward, the respondents are asked to explain why.

There are several reasons why they do not support the Law on Dubbing. First, they feel that dubbing is still needed not only for educational/research purposes, but for entertainment purposes as well. Second, dubbing has several benefits in several aspects of life. For example, being able to help deaf people to still be able to enjoy the storyline in a movie. Not only can it help the deaf, but also help many people who lack literacy. Third, the existence of dubbing in the context of imported culture does not influence a person's choice in taking the idea/meaning of a movie. On top of that, there is a cultural context that needs to be understood behind the language of delivery. Last but not least, with the prohibition, it can hinder those who want to become voice actors. In addition, even if the rules exist, they will still be violated.

Many of those who are in support of the content of the Law on Dubbing, explained that they chose it due to concerns pertaining to the possibilities of the lack of originality in movies, should all imported movies be dubbed, whether in the message, atmosphere, or the actors' voices. Other than that, there are also several reasons such as dubbing slows down the process of learning a foreign language (hearing native speakers speak improves our listening skills in a foreign language), dubbing is not pleasant to hear, it can affect the existing culture for some people, it gives negative influences that are not in accordance with the Pancasila ideology, and it may lead to cultural degradation because of the conveniences of understanding imported movies.

Below are some examples of the answers:

[No,] because dubbing is needed not only for educational purposes, but also for entertainment.

[No,] because even if the rules exist, they will continue to be violated.

[No.] Entertainment is an important part of maintaining the balance of people's lives in order to stay mentally happy. And dubbing imported movies is one of the effective steps to facilitate public access to understand the plot of the movie. Considering our lack of literacy, people often find it difficult to read subtitles quickly.

[No,] because there are some imported movies that need dubbing. For example, blind people who watch movies by hearing the voices, those who can't speak English, can't read subtitles, and can only hear. Therefore, dubbing helps many people.

[No.] …. In addition, in my opinion, during the voiceover or dubbing process, there will be some words that are inappropriate, but they can be improved in the voiceover process.

[No,] because the law prohibits Indonesians from expressing themselves, it also hinders those who want to become dubbers or voice actors for Indonesia.

[No.] In my opinion, making imported cultural content more understandable through dubbing does not determine the audience's choice to adopt the ideas/values contained in the content, because there is a cultural context that needs to be understood behind the language of delivery.

[Yes,] because sometimes there are dubbings that are different from the original meaning, so it lacks originality.

[Yes.] Dubbing is better done for education or research purposes in order to support the teaching-learning process in Indonesian education. However, it is very unfortunate if all movies are dubbed because it will slow down the process of learning a foreign language for the audience.

[Yes,] Dubbing is not pleasant to hear, and watching movies without it can improve listening skills in foreign languages.

[Yes,] because it can violate copyright and affect the existing culture if the public consumes the media without considering the distinctions between foreign and local cultural and moral implications.

[Yes.] Sometimes, there are movies that are not educational or appropriate to be used as research material, so it is inappropriate to dub them. Especially because this law is one of the efforts to maintain culture and defend [Indonesians] against negative influences that are not in accordance with the Pancasila ideology.

[Yes.] In my opinion, there will be a tendency for people to watch imported non-educational movies more often because it is easy to understand the meaning of the conversation in the movie. This can lead to cultural degradation because these conveniences increase broadcast hours and wider access to broadcasts, so they can be mistargeted.

In the next question, 81.4% of the respondents think that the Law on Dubbing has not been implemented optimally by the Indonesian government. We also asked if they have recently come across dubbed dramas, movies, or cartoons that are not included in educational or research shows in Indonesian on local TV channels, and 55.7% answered "No". Lastly, for those who answered "Yes" to the previous question, we asked what dubbed dramas, movies, or cartoons they watched. The cartoon *Spongebob* is mentioned the most, followed by other cartoons such as *Doraemon, Ben 10, Detective Conan, Power Rangers, and We Bare Bears*. There are also Indian television dramas such as *Anandhi* as well as Korean dramas such as *The Penthouse, Angel's Last Mission: Love, Sky Castle, and The World of the Married*.

We agree with the majority of the respondents' answers. We also think that foreign movies do not cause moral degradation. As quoted by Indonesia's Minister of Education (1996), "... the problem with movies is not in the language, but in the LSF (Film Censorship Institute). People fight, and kill each other until they are covered in blood. In Indonesian or in another foreign language, it's still blood". The previous statement is also supported by a research finding that states that by watching violent movies, children will become more accustomed to violence, become contemptuous, harsh, more aggressive, and feel like the world is full of violence (Juliswara, 2014). This proves that visual cues matter more than the language used in the movie in terms of precipitating moral degradation.

The second reason as to why we don't support this law is because we think that the law on dubbing has not been implemented optimally by the Indonesian government. As shown in the questionnaire results, 81.4% of the respondents answered that they have recently come across non-educational and non-research foreign movies that are dubbed into Indonesian. This shows that there is absolutely no consistency in the imposition of this law.

Based on literacy level, Indonesia ranks 60th out of 61 countries according to a 2016 research conducted by the Central Connecticut State University (Ulfi, 2021). In addition, according to UNESCO data, the reading index of the Indonesian people is only 0.001%, which means, out of 1,000 people in Indonesia, only 1 person reads a lot (Ulfi, 2021). Indonesia's Ministry of Education and Culture compiles the Reading Literacy Activity Index (Alibaca) and the average national Alibaca index is 37.32% which is low (Pusparisa, 2020). The aforementioned fact is one of the reasons why Indonesia should allow the dubbing of foreign movies into Indonesian. Indonesian dubbing will not only accommodate people who have disabilities such as blindness, but also accommodate the massive population of Indonesians who are not literate yet.

CONCLUSION AND RECOMMENDATION

Thus, it can be said that the restriction of dubbing is not effective in preserving Indonesia's cultural integrity and the inconsistencies in the implementation of the law can be seen in the dubbing of various non-educational Korean, Turkish, and Japanese TV shows, cartoons, drama series, and movies that are still circulated today.

According to our questionnaire results, it is clear that there has been a disparity between the motivations for passing the law and the implementation of the law itself. It can be argued that the law is not effective, since the problem with cultural penetration through movies is not the language or whether the production houses dubbed or subbed foreign movies, but what is or is not censored by the film censorship institute (LSF). As stated above, visual cues play a bigger role in influencing the audience, compared to the language of delivery. That is why, instead of implementing such ineffective and outdated law, it would be advisable to reconsider this law as a whole.

Should the Indonesian Government decide to issue another law to replace Law Number 33 of 2009 concerning Movie General provisions in the future, more specifically Chapter 43, it would be wise to consult more cultural experts, linguists, and stakeholders in the movie industry in order to ensure a more relevant and effective law. Moreover, more attention should be paid to the inception and promulgation of laws, so that every bill that has been passed by the government would serve a meaningful and impactful purpose in society. We strongly believe that there are other ways to preserve and protect Indonesia's cultural integrity that is more efficient and effective. For example, producing more TV shows, movies, and cartoons that feature Indonesian culture to expose the audiences to Indonesian culture and cultivate an appreciation of local cultures and values, instead of shielding Indonesians from foreign cultures.

REFERENCES

Anjani, A. (2021, September 2016). *Apa Film Indonesia Pertama yang Diproduksi? Ini Penjelasan Dosen IKJ*. Detikcom. https://www.detik.com/edu/detikpedia/d-5740694/apa-film-indonesia-pertama-yang-diproduksi-ini-penjelasan-dosen-ikj

Arsita, M., Hasyim, A., & Adha, M.M. (2014). Pengaruh Tayangan Film Kartun Terhadap Pola Tingkah Laku Anak Usia Sekolah Dasar. *Jurnal Kultur Demokrasi. 2*(7). http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/4730

Danan, M. (2002). Dubbing as an Expression of Nationalism. *Meta*, *36*(4), 606-614. DOI: 10.7202/002446ar

Dewi, D.L.P., & Furrie, W. (2021). Pengaruh Terpaan Drama Seri Korea Di Media Streaming Viu Terhadap Perilaku Budaya & Gaya Hidup Dikalangan Wanita Di Indonesia. *LUGAS Jurnal Komunikasi, 5*(2). 94-104. Pengaruh Terpaan Drama Seri Korea Di Media Streaming Viu Terhadap Perilaku Budaya & Gaya Hidup Dikalangan Wanita Di Indonesia | Dewi | LUGAS Jurnal Komunikasi (stiami.ac.id)

Genner, S., & Süss, D. (2017). Socialization as Media Effect. *The International Encyclopedia Of Media Effects*, 1-15. https://doi.org/10.1002/9781118783764.wbieme0138

Gultom, H.E.P. (2016, February 10). *Sinetron Impor Bersulih Suara, Deddy Mizwar: Orang Korea Disangka Orang Cimahi*. Tribun News. Sinetron Impor Bersulih Suara, Deddy Mizwar: Orang Korea Disangka Orang Cimahi - Tribunnews.com

Juliswara, V. (2014). Pendekatan Simulakra Terhadap Kekerasan Dalam Film Kartun *Tom & Jerry*. *Jurnal Ilmu Komunikasi, 12*(2). 150-162. https://doi.org/10.31315/jik.v12i2.370

Kartikasari, M., & Yenny, Y. (2017). Pengaruh Drama India di Antv Terhadap Perilaku Imitasi Ibu-Ibu Rumah Tangga di Kelurahan Kedung Baruk Surabaya. *Jurnal Kajian Media, 1*(2), 86-96. https://doi.org/10.25139/jkm.v1i2.420

Lingga, M.A. (2019, April 7). *Membandingkan Untung Film Lokal dan "Impor," Siapa Menang?*. Kompas.com. https://money.kompas.com/read/2019/04/07/160000526/ membandingkan-untung-film-lokal-dan-impor-siapa-menang-?page=all.

Nugroho, S.A. (2005). *Hallyu* 'Gelombang Korea' di Asia dan Indonesia: Tren Merebaknya Budaya Pop Korea. *Academia*. https://www.academia.edu/913263/HALLYU_GELOMBA NG_KOREADI_ASIA_DAN_INDONESIA_TREND_MEREB AKNYA_BUDAYA_POP_KOREA

Pusparisa, Y. (2020, February 27). *Tingkat Literasi Indonesia Masih Rendah*. Databoks. https://databoks.katadata.co.id/datapublish/2020/02/27/t ingkat-literasi-indonesia-masih-rendah

Ruddyanto, C. (1996). *Seminar Sehari Meningkatkan Mutu Sulih Suara*. Departemen Pendidikan dan Kebudayaan. http://repositori.kemdikbud.go.id/23725/1/SEMINAR%20 SEHARI%20MENINGKATKAN%20MUTU%20SULIH%20S UARA.PDF

Stoll, J. (2022, February 7). *Daily time spent watching TV worldwide from 2011 to 2021*. Statista. https://www.statista.com/statistics/730428/tv-time-spent-worldwide/

Ulfi, A.M. (2021, June 22). *Pentingnya Literasi untuk Generasi Muda Indonesia*. Kompasiana. https://www.kompasiana.com/azzilamiftaqululfi/5dca8bb 5d541df4a3629cc22/pentingnya-literasi-untuk-generasi-muda-indonesia?page=all

van der Weele, S. (2021). Thick Concepts in Social Research: What, Why, and How?. *International Journal Of Qualitative Methods, 20*, 1-11. https://doi.org/10.1177/1609406921106165

INSIGHTS:

In the Learning Process, Media Selection and Use Which Method of Learning is Better and More Effective: e-Book or Textbook?

Disusun oleh: Astina Indiarti
Dosen Pendamping: Ounu Zakiy Sukaton, S.Hum, Master of General and Applied Lingusitics

Introduction

Learning media is a key part of enhancing learning quality. This is due to educational technological advancements that require efficiency and efficacy in learning. Through the use of learning media, one of the efforts that must be done to attain optimal efficiency and effectiveness is to limit, if not remove, the dominance of the verbalistic lesson delivery system. The accuracy of the chosen media will contribute to the learning activities' efficacy. Aside from that, it will be entertaining, stimulating learning motivation and drawing attention to the topics raised. The accuracy in selecting learning material is influenced by a number of factors, including the breadth of students' knowledge and understanding.

The use of printed book and e-books will be explored here. Analysts had anticipated that by 2015, e-books would have surpassed paper. However, e-book sales have recently decreased.

Five years ago, the book world was gripped by a collective panic over the uncertain future of printing, according to information I gathered from multiple internet sites. E-book sales soared as readers migrated to new digital devices, increasing by 1,260 percent between 2008 and 2010. Here, I'm concerned about booksellers who see customers searching for titles in their stores and then purchasing them online. As print sales declined, retailers struggled to stay

afloat, and publishers and authors worried that cheaper eBooks might hurt their company.

Most early definitions of e-Books, according to Vassiliou (2008), are outmoded because they make too many references to specific readers or access methods. She divides the definition of e-Books into two components. The first section of e-Books describes the core and rather stable characteristics of e-Books, which are digital objects with textual and/or additional contents. It is the outcome of combining the traditional concept of a book with the capabilities of an electronic environment. The second section discusses in-app features like search and cross-reference functions, reference materials, monographs, hypertext connections, bookmarks, interactive dictionaries, highlights, multimedia objects, and note-taking. Due to technological advancements, these traits will become less important. As a result, a continuous review is required.

Textbooks, according to Cunnings Worth (1995:7), are best viewed as a resource for achieving goals and objectives that have already been established in terms of learner requirements. It signifies that a printed book is a piece of material created for the purpose of teaching and learning, with the goal of improving the learner's comprehension and occurrence. Students' comprehension is shaped through printed and electronic books, which are essential for students to be challenged to learn new, engaging, and interactive experiences. E-printed book can be a good way for students to learn at different levels. If students, on the other hand, refuse to participate, the only way to change their minds is to figure out why. The presence of a printed bookis required to facilitate the teaching-learning process. Tarigan (1992: 66) claims that printed book are inextricably linked to the curriculum. The curriculum should be addressed in a textbook. It can also help with curriculum implementation. The printed bookis supplied to assist students in comprehending the content that is appropriate for the

program. Textbooks must be supplemented with additional materials.

Use of Effective Learning Media

Textbooks get out-of-date nearly as soon as they are published in today's high-passed world. They can't be changed until the next printing, either. e-Learning systems can be updated on a daily basis, and any printing issues can be fixed right away. Textbooks necessitate the felling of forests. The environment is not harmed by online education. eLearning systems are typically more convenient than printed book. Because they both provide vital knowledge; the Internet and the printed books are extremely comparable terms. However, when we examine the time, it takes for both to produce information, they are vastly different. Textbooks were the only way to get information before the Internet became available. Everyone was accustomed to going to the library and looking for a book with useful information.

The National Association of College Stores (NACS) (2010) revealed that the majority (87 percent) of the over 600 students surveyed in their study had not purchased e-books in the previous six months, according to one of the leading research studies on students' use of e-printed book. Over 73 percent of respondents said they would prefer a physical printed book over an electronic course if given the option. These findings are similar to those of a follow-up study conducted by the same organization in 2011. Surprisingly, in 2011, a higher percentage of students than in previous studies said they would choose a paper printed book over an electronic edition. Surprisingly, in 2011, a higher percentage of students than in previous studies said they would choose a paper printed books over an electronic edition.

Printed book or e-Book?

The term "eBook" refers to an electronic book. A digital version of a printed book with added interactive elements is known as an eBook. eBooks have two versions: an 'offline' version that can be read while you aren't connected to the internet and an 'online' version that requires an internet connection. You may access material like as films, interactive quizzes, assessment activities, and more through the online version. E-books can be read on a variety of devices and software. Iriver eBook Reader, Oblio E-Book Plus, Kindle, Reeder LITE, reedPAD2, and eInk, as well as desktops, tablet computers, iPhones and iPads, Blackberry phones, and navigation devices. E-books can be read on some portable music players and Nintendo DS gaming consoles (URL 1). Indeed, the development in the quantity and types of hardware and software needed to read e-books correspondents to the rise in the number of e-book readers and e-books published by the publishing industry. Because they are simple to use, generally portable, and resistant to harm, printed books have remained a cultural icon for a long time. Paper and ink, on the other hand, have "great properties for storing and transferring information" (Hawkins 2000) and are readable in a variety of situations (Dantron 1999). Printed books, despite their appealing attributes, have limitations, such as being expensive to create, store, distribute, and update, as well as being difficult to find (Hawkins 2000). With the convergence of computer and telecommunications technologies, as well as the growth of worldwide networks, the book industry has seen a recent trend toward the development of electronic books. These are inexpensive to produce and keep, distribute, update, and search (Cline 2000; Hawkins 2000).

According to Parrish (2004: 227), printed book provide a measure of organization, consistency, and logical advancement in a learning media. Textbooks, according to Hutchinson and Torres (1994), are effective change agents that

play a crucial role in innovation. They claim that printed book gradually introduce change within a structured framework and provide a supportive environment for students during potentially disruptive change processes, allowing them to feel more confident in demonstrating new methodologies and relieving them of the burden of change implementation. In addition, they can suit the demands or expectations of students who want something substantial to work with and take home for additional study. However, the textbook's quality must be considered. Furthermore, the printed book should be customized to meet the demands of pupils. The requirements of students were determined by the place and culture in which they were leaving. Gray (2000) characterizes printed book as "ambassadorial cultural artifacts" and claims that using them to encourage conversations and cultural arguments might help students improve their language abilities.

Differences between printed book and eBooks from the following perspectives:

Features: A person can read in any light condition, modify text size, and highlight text for later reference, according to 68 percent of young adult readers with reading devices. Many books in one device that you may carry around with you. Books, on the other hand, have a tangible element that an e-book does not. You may turn the pages and take notes right on the book, creating a more natural experience.

Ease: Textbooks and e-books are battling it out to provide the finest experience for their readers. According to 66% of young adult readers, printed books are preferable. First and foremost, they are pleasing to the eye. Second, they provide a more satisfying reading experience, allowing the reader to feel more connected to the book. Finally, it does not necessitate the use of electricity. E-books, on the other hand, are the polar opposite of these factors, making reading difficult and causing eye strain.

Accessibility: Both formats are accessible. Readers have identified three aspects of e-books and printed book that they enjoy. E-books allow you to store a large number of books on a single device and read them whenever and wherever you choose. Textbooks, on the other hand, are supposed to be genuine plastic and collectible.

Cost: 86% of readers who have the glazes find books cheaper than printed book, and there are also free books on the internet, which is another reason they prefer to read an e-book. Printed books are simply more expensive.

Using conventional viewing technologies, you can read online books on the web

The use of web-based e-books as teaching materials in distance education courses was reported in early research (Messing 1995). He emphasizes the need of considering how these products are used from the student's perspective, as well as the challenges of assessing how and why students use such systems. As a result, a number of methodologies must be used to gain a complete picture. Electronic log files of all user interactions, as well as manual ones kept by students, were created for analysis in this study. Students were also polled, focus groups were held, and a representative sample was interviewed in depth over the phone. As a result, this study made good use of triangulation approaches to improve reliability and validity (Williamson 2000).

The findings of the studies on the key issue of readability from computer screens revealed that it is determined by personal choice. Some students indicated a strong preference for reading on paper, and they had printed out the majority of the information (Messing 1995). Surprisingly, the most common complaint among students was the inconvenience of access as compared to possessing a physical copy of the book. This could be due to the fact that even in 1995, a portable computer wasn't as portable as a book. Furthermore, while students praised the flexibility and

interaction of the electronic materials, the study found that these features were not fully utilized. As a result, it's critical to teach students the skills they'll need to maximize the potential of this new type of learning resource (Messing 1995).

ADVANTAGES AND DISADVANTAGES
E-Book

E-book readers are becoming increasingly common in marketplaces around the world. There are various e-book formats on the market, as well as devices developed expressly to read e-books or for other purposes (Vasileiou, Hartley, and Rowley 2009). E-books have certain advantages over printed book, such as different contexts and uses. On the plus side, "search ability" and the fact that they are available 24 hours a day are two of the most popular reasons for using e-books. E-book readers can find specific content more quickly and simply than print book readers (Shelburne, 2009). The time-saving benefits of an e-book are obvious because it allows people to access information and assess whether a book's content is appropriate without having to go to the library. Students also appreciate the lightweight and mobility of e-book readers, as well as navigation, ease of use, storage capacity, and the use of e-ink to display text on screens (Gibbon, 2001).

Despite the fact that e-books are likely to improve, there is still a disagreement about the impact of this way of reading. E-books are a fascinating but contentious topic for users. This problem is caused by inadequate legibility, inherent complexity, and bad design (Dillon, 1994; Nielsen, 2000). These characteristics lead to an increase in cognitive load because they place greater demands on a person's attention and comprehension (Sweller, 1994). Reading via a computer screen is more error-prone and takes about 20% longer than reading from paper (Nielsen, 2000). Using an e-book as reading material raises several issues, despite the fact that inexperience with an e-book is less frequent than before.

According to Carlson (2002), one of the most common complaints from e-book readers is the difficulty of navigating through it. Chu (2003) found that the difficulty of moving inside an e-book was the top reason for not adopting e-books after studying 27 libraries and information science students' use and experience with them. According to Hernon et al. (2006), going from page to page in an e-book is tiresome, and finding specific chapters in the text or specific terms is difficult. These challenges have a negative impact on students' attitudes toward e-books.

Textbook

"Many good printed book are attractively produced and prepared with a good structure that offer a logical syllabus, satisfactory language control, and inspiring texts and cassettes," writes Harmer (2001:304). Furthermore, many students enjoy printed book because they feel accomplished as they complete chapter after chapter, and then the entire book, because progress motivates them in a positive way (Bracy 2010).

However, the disadvantages of utilizing printed book are that their content is not always 100% true and objective. Because editors avoid problematic themes in order for printed book to be more universally accepted, there is a dearth of depiction of real situations. As a result, "an idealized white middle-class image of the world is portrayed as the standard," according to Messing (1995). In contrast, Johnsen cites certain printed bookexamples of discrimination, such as what Helga Stene observed in printed book as early as the 1950s. She demonstrated that women were depicted in a discriminatory manner. They were clearly underrepresented in one arithmetic textbook, for example

Answering the research questions

To answer the first research question, I include the results of research questions from other journals. According to Miller & Schrier (2015), from research in his journal explains that some others said they loved taking notes and highlighting parts of a printed textbook, which they thought they couldn't accomplish on a computer. Another reason is that reading physical books is less distracting than reading books on a computer, and printed books are easier to read. "Holding a book makes me feel at home," one pupil said. Follow-up questions are asked so that students can choose another rationale from the printed textbook. Their main reason for preferring digital to print is that it reduces the weight of the textbook, keeps all of the necessary course materials in one place at all times, saves paper, provides comfort, and is less expensive. Another reason is that with digital, all of the required materials can be kept in one place at all times, and they find digital books more convenient than print versions. Other factors include cost, the desire for digital printing, and the fact that digital books use less paper. Also, as one student pointed out, an e-printed book makes it easy to locate content fast.

To answer the second research question which is still related to Miller & Schrier's research. In his research revealed that from a list of six reasons given (I prefer digital to print; reduces weight of printed book; all required course materials are in one place all the time; saves paper, convenience; price; and other), the primary reason given was that with digital, all required course materials could be in one place all the time (25.3 percent), followed by the fact that they felt digital books were more convenient than printed books (25.3 percent) (23.4 percent). Other factors included cost (14.9%), a preference for digital over print (12.8%), and the fact that digital books use less paper (10.7 percent). E-printed book also make it easier to find content fast, according to one student.

From Miller & Schrier's research journal, I respond that e-books and printed book have their respective effectiveness in learning media. Seen from the positive point of view of both, e-books have advantages for most of those who prefer to find their use more effective by downloading, rereading, and storing them in a single file that can be opened in electronic device storage making it easy to carry anywhere without burdening them if they want to read a book sometime. On the other hand, the effectiveness of printed books has a less harmful impact when compared to reading a book through an electronic screen, which can cause eye fatigue. Some of them, including myself, feel that reading printed books and studying material from printed books gives a real sensation in understanding the contents of printed books.

A reading environment that is not tailored for the benefit of human eyes may cause bodily harm. Even though computer screens do not harm vision, e-book readers may feel eye tiredness for example, the blinking rate slows down the longer one glances at a monitor. Failure to blink causes the eyes to become less moisturized, making them more susceptible to irritation.

Answering the third research question, Cushman (1986) discovered that reading writings on a computer causes substantially more visual strain than reading texts on paper. The display of text on computer screens has been proven to have a negative impact on surface legibility at this point of technological progress (Dillon 1994). The scientists determined that the poor display contrast and quality of the on-screen text were the main causes of eye tiredness when reading an e-book. When reading texts on a screen, readers generally felt bewildered. E-book users, for example, have problems gauging sentence lengths and believe that pictures and tables are more difficult to comprehend on screen than on paper Eveland and Dunwoody (2001). As a result, students choose to read from paper books rather than electronic ones Martin and Platt (2001). Students still prefer a paper copy that

they can mark up with a pencil or marker due to difficulty reading from a computer, navigation issues, and problems related to discovering materials and searching in general with e-books, according to several studies. Hernon et al. (2006) investigated "e-book use habits" and discovered that students do not regard an e-book in the same manner they do a print book—as something to read from beginning to end. In contrast, Macedo-Rouet et al. (2003) found that, despite the fact that the visibility of complementary materials in an e-book is less than in a textbook, there is a significant motivation for e-book use, with e-book satisfaction being particularly high. According to Shelburne (2009), the increased availability of e-books has begun to influence students' perceptions and attitudes about them, with students believing that e-books are superior to printed book. The increased availability of e-books to users has begun to influence user perceptions and attitudes about them, particularly as library e-book collections have reached critical mass, allowing for more access and usage opportunities.

Conclusion

This study compared the usefulness of an e-book to that of a print book. The purpose of this study however, was not to pick between print and electronic resources; rather, as noted, new media such as e-books expand our options rather than replacing one. E-book technology still has a long way to go before it can match the readability and richness of paper books; nonetheless, e-books have several advantages over paper books, such as being more adaptable and accessible. E-book services are likely to attract new users to library services, as well as better assist consumers with special needs (such as mobility impairments). The implications of larger screens and side-by-side display situations should also be investigated further.

References

Bracy, C. (2010). The millennial generation: Recommendations for overcoming challenges. *Proceedings of the Academy of Educational Leadership*, *15*(2), 21-25

Carlson, S. (2002, August 26). Students complain about devices for reading e-book, study finds. *The Chronicle of Higher Education*. https://www.chronicle.com/article/students-complain-about-devices-for-reading-e-books-study-finds/

Chu, H. (2003). Electronic books: Viewpoints from users and potential users. *Library Hi Tech*, *29*(3), 340-346

Cline, L. (2000). Buying electronic: the development of the electronic book market in academic libraries. *Library Collections, Acquisitions, and Technical Services*, *24*(2), 312-315

Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Heinemann ELT

Cushman, W.H. (1986). Reading from microfiche, a VDT, and the printed page: subjective fatigue and performance. *Human Factors*, *28*(1), 63-73

Darnton, R. (1999). The New Age of the Book. *Le Débat*, *105*, 176-184. https://doi.org/10.3917/deba.105.0176

Dillon, A. (1994). *Designing Usable Electronic Text: Ergonomic Aspects Of Human Information Usage (1st ed.)*. CRC Press. https://doi.org/10.1201/9781482284492

Eveland, W.P. and Dunwoody, S. (2001), User control and structural isomorphism or disorientation and cognitive load? Learning from the web versus print. *Communication Research*, *28*(1), 48-78

Gray, L. (2000). A Global Perspective. *International Journal on Grey Literature*, *1*(4), 179-182

Gibbons, S. (2001). E-books: Some concerns and surprises. *Portal: Libraries and the Academy*, *1*(1), 71-75

Gibson, C & Gibb, F. (2011). An evaluation of second-generation e-book readers. *The Electronic Library*, *29*(3), 303-319

Harmer, Jeremy. (2001). *The Practise of English Language Teaching*. Pearson education

Hawkins, D. T. (2000). Electronic books: a major publishing revolution. Part 1 General considerations and issues. *Online (Wilton, Connecticut)*, *24*(4), 14-28

Hernon, P., Hopper, R., Leach, M.R., Saunders, L.L. and Zhang, J. (2006). E-book use by students: undergraduates in economics, literature, and nursing. *The Journal of Academic Librarianship*, *33*(1), 3-13

Hutchinson, T., & Torres, E. (1994). The printed bookas agent of change. *ELT Journal*, *48*(4), 315–328

Michelle Millar & Thomas Schrier. (2015). Digital or Printed Textbooks: Which do Students Prefer and Why? *Journal of Teaching in Travel & Tourism*, *15*(2), 166-185. https://doi.org /10.1080/15313220.2015.1026474

Martin, L.A. and Platt, M.W. (2001). Printing and screen reading in the medical school curriculum: Guttenberg vs the cathode ray tube. *Behaviour and Information Technology*, *20*(3), 143-8

Macedo-Rouet, M., Rouet, J.-F., Epstein, I. and Fayard, P. (2003). Effects of online reading on popular science comprehension. *Science Communication*, *25*(2), 99-128

Messing, J. (1995). *Measuring student use of electronic books. In Learning with technology. 11th Annual Conference of the Australian Society for Computers in Learning in Tertiary Education, eds. J. M. Pearce and A. Ellis*. The Science Multimedia Teaching Unit, Faculty of Science, The University of Melbourne for the Australian Society for Computers in Learning in Tertiary Education (ASCILITE). 417-424

National Association of College Stores. (2010). *Electronic book and e-reader device report* [Data Set]. http://www.nacs.org/LinkClick.aspx?fileticket=blmPMgd Q_LA%3d&tabid= 2471&mid=3210

Nielsen, J. (2000). *Designing Web Usability*. New Riders Publishing

Parrish, B. (2004). *Teaching Adult ESL: a practical Introduction*. Mm Grow Hill New York

Shelburne, W.A. (2009). E-book usage in an academic library: user attitudes and behaviors. *Library Collections, Acquisitions, and Technical Services*, *33*(2/3), 59-72

Sweller, J. (1994). Cognitive load theory, learning difficulty, and instructional design. *Learning and Instruction*, *4*(4), 295-312

Tarigan, Henry Guntur. (1992). *Pengajaran Analisis Kontrastif Berbahasa*. Angkasa

Vasileiou, M., Hartley, R., & Rowley, J. (2009). An overview of the e-book marketplace. *Online Information Review*, *33*(1), 173-192. https://doi.org/10.1108/14684520910944454

Vassiliou, M. (2008). Progressing the definition of e-Book. *Library Hi Tech*, *26*(3), 355-368

Williamson, K. (2000). *Research methods for students and professionals: Information management and systems*. Centre for Information Studies: Wagga Wagga NSW

The Effectiveness of English Subtitle to Improve English Proficiency

Disusun oleh: Audry Amanda
Dosen Pendamping : Dr. Daniel Ginting

INTRODUCTION

Studying a language is essential in everyone's day-to-day activities. Learning a language improves effective communication. Many occupations need excellent communication abilities. People with communication skills tend to have better interpersonal interactions with other people and accomplish their tasks well.

English is one of the most often used languages in everyday communication. English has evolved into a worldwide language due to one of the effects of globalization. English is employed in commerce, politics, literature, science, and academic study.

As stated by (Lestari, 2018) despite of the fact that learning English is an enjoyable activity, many students are confused about how to learn it effectively. Not a few still believe that English is tough to study because this language contains difficult-to-pronounce words. Moreover, many new words must be recalled. One of the issues is their restricted vocabulary, both in terms of what they know and what they have when they wish to talk. As a result, students feel resentful of having to learn English, fearful of speaking it, and even bored when forced to do so. It is hard for students to acquire speaking, reading, writing, and listening skills if they lack basic vocabulary knowledge. As a result, learning the English language requires a strong foundation in vocabulary.

Today's schools and universities place a greater emphasis on quantitative rather than qualitative instruction. They teach the language skills needed to get through the prescribed subject, but they fall short of the goal of language acquisition. Listening and speaking skills are not given much

weight because the emphasis is placed on reading and writing. Allowing learners to watch TV programs and sitcoms helps compensate for this deficit. Unlike movies, TV series are more extended, and viewers become emotionally invested in the characters. Someone who has been well-written is referred to as a well-written character.

Teachers frequently utilize media as one approach to improve students' motivation to make it simpler for them to learn English. One of the teaching strategies teachers can employ is teaching English using movies. Movies can pique students' attention, and this positive effect is likely to push them to study. They also hear various terms and phrases through movies, including idioms and colloquial expressions.

Cognitive Theory of Multimedia Learning

Mayer (2014) has published his cognitive theory of multimedia learning theory. He explains how multimedia learning works and how we should optimally use it.

Mayer emphasized that the brain receives and processes information through various channels or dual-channel assumptions based on how information is given. The first channel is for graphically portrayed content, and the second is for material that is expressed audibly. When a learner is provided with visual information, such as images, movies, graphics, or printed words, it all goes into the visual channel, where it is processed. The brain processes auditory information independently from visual information, including spoken words in a narrative and other nonverbal noise. New content enters pupils' sensory memory for the first time while learning. The image is preserved in its entirety for a brief instant, or the spoken words are recorded in their lifetime. Following that first stage, the learner must then attempt to work with the data to process and understand it. This information processing phase takes place in working memory.

Because various presentations are processed differently, learners may work with more information when they have two separate channels. Students can pick appropriate visuals to remember and focus on in working memory and relevant phrases to remember and practice. Each of these pieces of data is analyzed and structured into a model that aids the reader in comprehending and remembering the data. The knowledge stays distinct in working memory, and the learner creates two models. Finally, students combine their past knowledge and experiences with visual and aural representations. New knowledge can be passed on to long-term memory once all of the content has been effectively integrated.

The Use of Subtitles and The Benefits of Using it

English proficiency is divided into four categories. There are four types of communication: listening, speaking, reading, and writing. Speaking is thought to be the most effective communication skill of the four language skills. According to Santoso (2017), effective learning in the speaking class is when students are not afraid to express their ideas using their own words. However, their utterances might be subject to grammatical errors.

Furthermore, they have an extensive vocabulary and know how to employ it. Learning to speak will be highly fascinating if teachers provide it acceptably through the media. All types and channels used to deliver information or messages are media. To determine students' abilities and needs, various media can be employed. Visual, aural, and written media are the three types of media.

There are three types of media: visual, aural, and textual. Every medium has its own set of benefits. There are several international films, television shows, and television series shown worldwide. We can also view subtitled videos in multiple languages, thanks to the growth of social media and other channels. As a result of this phenomenon, language specialists and educators have begun to use audio-visual

goods as a teaching medium in their classrooms. Since then, audio-visual media has been one of the most successful methods in foreign language classes. (Hartono, 2013) claims that teachers and students will benefit from audio-visual media in teaching and learning since they will be able to learn independently. Moreover, this media aids students in recognizing the communicative function of the language forms they use, communicating meaning in certain circumstances, and evaluating their success in expressing messages through feedback.

The most crucial aspect of using media is understanding how to utilize it. The media are used in the classroom to keep students from becoming bored. Using cinematic media in education and teaching in the classroom may help students develop their views and opinions, as well as their recall of the lesson, their power of fantasizing, and their desire and drive to study. Some movies, particularly westerns, cannot be separated from their subtitles in this instance. English subtitles as a language learning medium have received much attention. English subtitles can help students learn new words and enhance their speaking abilities since they identify which words are uttered in a western film. The English subtitle movie is one of the most popular media among students nowadays. The pupils can learn many new words and phrases, particularly idioms and colloquial expressions. The earlier pupils acquire a wide range of vocabularies and different accents, the more likely they will succeed in learning English, mainly speaking abilities in the future.

Subtitles enable viewers to understand an accented language. Subtitles play a significant part in understanding the content of a film by bridging the gap between the audience's needs, such as delivering words in the audience's local language and culture (Bannon, 2010). Because if the audience does not comprehend what the speaker is saying, they will immediately read and interpret the subtitles in their

original language. However, when the subtitles are in the film's native tongue, the audience may hear the new accent as they read the text. Hearing and reading foreign words simultaneously helps the audience assimilate what they hear via their phonetic comprehension of the language, so they can grasp subsequent words as they come up and get accustomed to the sounds of their new language.

Watching films with English subtitles can make it easier to understand foreign language films. Visual media equipped with English subtitles can facilitate students' level of understanding in their English listening. Animated films with subtitles in English can be a medium that they do not realize they are learning English. This means that their focus is other than reading subtitles. They also hear how to pronounce the text in the subtitles spoken by the native speakers (actors and actresses) in the film. Subtitles with English as the target language in the film encourage them in other skills, such as vocabulary, listening, and reading.

Subtitle benefits students as found in the (Ting, 2012) study, where participants benefit from the visual portion of the video, which supports them to self-analyze their performance; thus, students become independent learners and critical thinkers not only for themselves but for others' learning process; focus on analyzing images, understanding videos and identifying their "weaknesses and strengths ."In addition, videos support students to become more aware of their learning process. Through subtitles, direct feedback can be provided in addition to the opportunity to have self-monitoring and evaluation. In addition, English films with educational and moral values are entertaining and can motivate and encourage students to master English subjects, especially in mastering the listening skills of native speakers.

There are many ways that we can use to apply the use of subtitles to improve students' English skills. For example, in listening class, we can play English films with the same subtitles what the existing characters say in the film (English

subtitle) then students are expected to be able to identify how to express and pronounce text English directly from native speakers so that with the learning process. It is believed that by the end of this procedure, students would be familiar hearing conversational phrases in English and students' listening abilities can be improved through this technique.

Another example in vocabulary class, a teacher can assign the students to watch a certain movie and then the students can write some of the new words, phrases, and idioms that they have learned from the movie. This way, this method might assist students expand their vocabulary by requiring them to view and observe movies with English subtitles on a regular basis.

Conclusion

In conclusion, a movie with English subtitles as an audio-visual medium is a powerful or helpful tool in teaching. There is no denying that video technology, particularly subtitled movies, may be a valuable educational tool. Because of English subtitles, students can absorb knowledge more quickly than they were studying through a movie. In terms of vocabulary acquisition, subtitle movies play a significant role in helping learners acquire new words. Using a chorus and graphics to push learners to attain their learning objectives is quite effective. By employing films, learners are likely to enjoy themselves while updating their English vocabulary and pushing them to study, which will increase the number of students learning English. Other than that, students can also see written language from what they hear. It improves listening skills and reading skills as receptive skills.

This can make the learning experience more engaging, enjoyable, and enthusiastic, and eventually attract students' motivation, make it easier for them to reach learning concepts, and lead students to understand the use of language better. Using films with English subtitles is not only fun but also practical for teachers to use as a medium in teaching to

improve their listening and speaking skills as subtitles enhance listeners' phonological representation of aural signals in their heads, allowing them to be more confident in confusing information, develop a more accurate memory trace of the words, and subsequently more quickly recognize the same sounds without textual accompaniment. Therefore, teachers should consider the learning process through English films with English subtitles to increase students' listening abilities in English class.

References

Lestari, R. (2018). The use of English subtitle in movie to improve students' vocabulary: an experimental study in grade ix of SMPN 1 Gunungsari academic year 2015/2016. *Academic journal of educational sciences*. http://www.ejurnal.undana.ac.id/AJES

Mayer, R. (2014). Cognitive theory of multimedia learning. In R. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (Cambridge handbooks in psychology, pp. 43-71). Cambridge University press. doi:10.1017/CBO9781139547369.005

Hartono, R. (2017). *The use of audiovisual media to increase the students' vocabulary: a case of the tenth grade students of SMAN 1 Cepiring Kendal.* Eternal (English Teaching Journal) 4(1). https://doi.org/10.26877/eternal.v4i1.1949

Bannon, D. (2009). *The elements of subtitles* (Vol. 14). Lulu.com.

Ting, N. C. (2013). Classroom video project: an investigation on students perception. *Procedia - social and Behavioral Sciences*, *90*, 441–448. https://doi.org/10.1016/j.sbspro.2013.07.113

Adly

Disusun oleh: Ayuning Budhi Prawesti
Dosen Pendamping: Wawan Eko Yulianto, Ph.D.

"You dumbass! You fool!"
"Help… help… please don't do this to me. Please… "

Adly woke up panting. Sweat dripped from his temples. His feet and hands were trembling and freezing. For a minute, he couldn't think of anything. He couldn't believe what had just happened. He was shaking in fear. He was afraid of his own dreams about his father.

After a few minutes, Adly woke up and walked to the kitchen. He poured warm water into his cup and put a green tea bag in it. Stirring it, Adly was still trying to catch his breath. Sipping it, he feels more relieved, relaxed, and awake.He couldn't believe what had just happened. The pictures of his father were so evident in his dream, and his father was angry and disappointed in him for what he has done.

His father was a stern figure in the family and always respects women. Never in Adly's childhood his father teaches him to criticize women. His father always made him help his sister, mother, aunt, and grandma. If his father ever found him bothered his sister, he would beat him with a broom handle until he begged for pardon. Adly was, indeed, Afraid of his father and obeyed him respectfully. Although it's been years since his father passed away, he never dreamed of his father this way. Those words were really stuck in his head. *""You dumbass! You fool!" You're an embarrassment! I'm ashamed of you!"* and from his beloved sister, screaming for help when somebody tries to grab her clothes.

It seems that his father knew what he had done yesterday. Sitting down on the corner of Ballyshane street, grey smoke blew from his mouth. It was already his second cigarette since he sat there. Doing nothing. Staring blankly. Along the street were a bakery, salon, and various other

shops. People passing by, carrying their groceries, catch a taxi. But he sat still there on the corner of the Ballyshane street, smoking a cigarette. People who saw him would think that he was homeless wearing his black torn shirt and coat, shabby trousers, and a beard that covers half of his face and neck. His grey, also torn, beanie emphasized the first impression of whoever passed him.

Yet, no one knows that he was an architect. He is an accomplished man of his age. He had won the city's annual contest for architecture. He has offered an architectural job by a businessman and published his book. Even though he was a man in the architectural field, he loved to read and write. He always carried his dark brown leather notes to write everything he thought about or anything he wanted to write. Mostly, he likes to write about fauns since his sister loved it the most.

When he was still in his home village in Indonesia, his sister loved to ask him to tell her a story. He always just made it up, but it works. His sister loved it, and that is the only appreciation he needs. His mom was an old yet stylish woman. She never let herself look old, as she actually is. She would wear blue jeans and carry her black tote bag or even her red-leather handheld when she went to the typical Medan market. "Weird," people on the market would say. But whatever people say, she never heeds it. Now, being a bachelor's student in Philadelphia, Adly missed his family so much.

Adly was the only man in his family since he was eight, when he knew nothing. But probably, that was the thing that made him grow as a strong man. A day he always remembered in his life with his father was when he spent time waiting for maghrib prayer on his house balcony. That was two days before his birthday. He wanted to tell his father how badly he wanted a bicycle, and he got an A on his math. But those words never come out of his mouth. He looked at his father. Stand tall and sturdy. The wrinkles on his face were

clear and sharp in that evening sun rays. He looked straight and then looked at him. "Adly, you will grow up soon. Whatever your goals are, be a good person. Whatever path in life you live later, be a good person, that way, you will be safe in your life." Then he left Adly and went into the house.

It never occurred to Adly that day would be the last afternoon he would spend with his father. As the morning sun rose, Adly could only cry for his father, who had a heart attack. Now his father is no longer with him.

Adly replaced his father's role. He helped his mom a lot. He helped her sell clothes or sometimes kitchen stuff in the Sunday market. He was, indeed, a responsible young boy and grew into a responsible man. Admired by his neighbor, people in his village, and other villages.

But there he is now, Adly, smoking cigarettes, looking like a homeless. The rain started to pour down, but he didn't make a move. The noise of the vehicle didn't disturb him a little. Until a scream of a woman was heard from across the street. Three men with black sweaters and heads covered with black masks and hoodies robbed the woman. They grabbed the bag tightly that the woman was carrying and pushed her aside. Even one of them kicks her before they leave. The woman lay helplessly. Her eyes catch Adly in the eyes. From a distance, he knew that the woman mouthing something, *"Why don't you help??"*
Adly got up from his seat, walking away.

He's not strong enough to think of all these awful things and it all started with the blue bus incident.
***

Adly was sitting at the bus stop, waiting for the bus that routed to his dorm. He felt so energized and delighted after being nominated as the finalist for best architectural design on his campus, which gave him a big chance to participate again in the national architectural event. He felt like it was something that he had waited for years. He was so excited and tired.

After a few minutes, the blue bus finally came and stopped in front of him. But today, the bus was different. The blue color was shiny like new, and there was no "The Beatles" sticker on the backside. The driver was also different. He was not the old man with his typical wise smile that greets Adly every time he gets on the bus. A small thin man with white hair and big brown eyeglasses. He seemed to be 70 years old man, and anyone who didn't know his driving skill would underestimate and stay alert while he drove. That day the driver was a 40-year-old fat man that doesn't even look at him. It doesn't matter anyway; Adly got on the bus.

There were few passengers on the bus. A woman wearing long sleeves shirt and dark blue jeans sat across his seat. She read a book titled "Snowman, Finding His Love" by Arthur James Board. Such a funny title, he thought, and from an author that has funny names too. "James Board" was it really "Board" his last name? Adly giggles a little, and the woman glances at him. Immediately, he took his dark brown leather notes from his bag and pretended to be writing.

After two bus stops passed, a man with a black coat and fierce eyes got on the bus. His body was huge, half bigger than Adly. His eyes swept through the bus like an eagle looking for prey. He glanced at the woman across Adly, then furiously walked towards her and slapped her on her cheeks. No one knows what on earth his problem is with the woman. The beat got her body slammed into the nearby bench, which happened to be empty. She was shocked, holding her cheeks tightly. The man then slapped her again the second time and pulled her collar. Trying to rip her clothes.

Adly, who sat right across her, stood up immediately and punched the man in the face, on time when the woman screamed for help... The man looked surprised by Adly's punch; he held his cheek, which seemed to have some teeth lost. The man grabbed Adly by the collar, punching him back.

Their fight lasted briefly. Adly was overwhelmed and asked for help from the other passengers. But no one stood and came to help him. The man screams to the driver to stop the bus. Still grabbing Adly's collar, he kicked him out of the bus. No one helped him, even the driver; he didn't even look at him.

Adly fell off the bus, hit the asphalt in front of the A. Lange & Söhne clock shop. Someone who was walking almost bumped into him.
"Dude, what's wrong with you?!" said the man.

"A woman is being raped on the bus! Please help her!" Adly said, panting

"Bruh! It's 2020! Mind your own business!" said the man, walking away.

"What ?!!" Adly shouted, couldn't believe what had just happened. It was a rape on the bus!

Stood up with stumbling steps, Adly tried to catch the bus. He could catch a glimpse of the woman was rebelled from the man from a distance! Everyone can see it! All the passengers on the bus can see it! However, no one was there to save her. The bus seemed to be farther and farther away. Adly could no longer chase it.

Later that night, it was the first time he had drunk, and since it was the first time for him, it didn't take him too long to finally collapse. When he woke, he found himself on the roadside, still holding his half-bottle beer in his right hand. When he woke, the sun had fallen to its sleep, the city was ready to rest, it was already evening.

Adly leaned his body against the wall behind. He couldn't help to cry. *What a cruel humanity this world is. How dare a person take someone's own life! How dare the man on the bus! How dare the driver didn't stop the bus and ask the man to get off! How dare the passenger sat still and do nothing! What if the woman has a husband?! How broke her husband's heart! What if the woman has a child?! How... How dare this world be such a cruel!* Adly screams in his heart.

It was his first time again, for Adly, to drink half-bottle beer in a gulp.

The next day, and the day after, and every day after that incident, Adly became so stressed. He didn't finish his architectural project. He didn't go by bus. He didn't go anywhere. He barely took a bath or cleaned his room. He was so mad at society and at himself.

It took time for him to digest everything that happened. He never finds such a human loss in his home village, Padang. This incident dropped his morality because he failed to save the woman. This incident was a humanity crisis! Horrible!

Every time he went and woke from bed, those horrible irritating feelings always struck him. But what was all that for? Why would he be concerned about all those things? When in fact, no one even cares! He was, fighting alone. No, he didn't fight. It was no use to be such a good man in such a cruel world. Then if it is what the world wants, if it is what society wants, he would become one! He decided.

Yet, his dream about his father kept coming to his sleep. The time for him to back home was coming soon. He missed home, Indonesia. But he couldn't go home with shame and sin. The thoughts and burdens that bind him would devour him alive. Sin and shackles would make him spend the rest of his life like a living skeleton. Eventually, he will die as a sinner.

Opened his old brown leather note, he wrote his feelings. Adly really couldn't fight the pictures of his father in his head. " *You dumbass! You fool* " comes up in his head thousands of times. Probably, his father came to save him from being a sinner. To make him take a chance, to be good again. In that brown leather note, he wrote this story.

"*I never thought that I would be this mess. A sinner. Living in ruin. But that is not a strange thing, isn't it? To be a sinner, a monster, in a cruel world. Because we all do the same, my father reminds me that my sister and mother are waiting for me at home.*

There is love still waiting for me. This cruel world just needs a reminder that there will always be love; there will always be a chance. To be good again."

It was lucky of him to finish it on time. A week before his departure home, he sent his brown leather note to the publisher he knew. He hoped that this could be the last chance he could do. To ask forgiveness for his unforgivable sins. To remind the world of how cruel they are all this time and remind us that there is still a love and soul that wants to fix this mess. To remind all that there is always a chance. To be good again.

Arrived. He couldn't bear his tears any longer. He hugged his sister and mother. He was finally home.

社交媒体上普通话内容的好处

作者：Cindy Yuwono (叶福梅), Ratna Wulan Wijaya (杨月花)

导师：Vincentius Valiandy Jiuangga, S.Kom, MTCSOL

新冠肺炎期间对生活的各个领域产生了重大影响，包括教育。印度尼西亚作为一个正遭受全球冠状病毒病 (COVID-19) 大流行灾难影响的国家，各级教育部门采取并实施了各项教学以及学习过程相关的特殊政策(Ferdiana, S. 2020)。教育在本质上是与人分不开的。(Hutamy, dkk. 2021)。
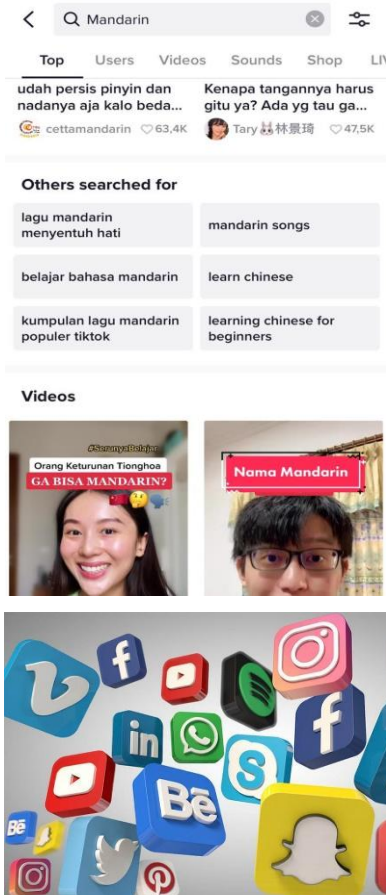
当代人往往喜欢学习使用联网的智能手机或笔记本电脑。学生更喜欢通过智能手机阅读而不是书籍 (Diplan, 2019)。根据 Ganggi (2018) 的说法，互联网拥有网络用户广泛访问的社交媒体服务。许多人可以访问和使用各种社交媒体，比如 ：Facebook、Twitter、YouTube、TikTok 等。世界上发展最快的社交媒体平台之一是 TikTok 应用程序。让 TikTok 应用程序比其他竞争对手更受欢迎的原因是，这款娱乐应用程序可以让用户成为创新者，并且易于访问。在TikTok平台上，有很多创作者创作的各种主题的内容，例如舞

蹈内容、烹饪、化妆教程、传播信息、挑战等等 (Valiant, 2021)。2020年印尼也感受到了TikTok的火爆。后来，在2020年8月，印尼甚至成为了TikTok下载量最多的国家。根据　　　Sensor Tower 的数据，印度尼西亚占 iOS 和 Android 上 6330 万次 TikTok 总下载量的 11% (CNNIndonesia, 2020)。

如今，普通话已成为除英语之外的重要语言，但仍有很多人没有学过，甚至不懂普通话。因为普通话仍然被认为难以学习和理解。即使在印度尼西亚，掌握普通话的人仍然很少，而且对创造和观看这种普通话教育内容感兴趣的人仍然很少。通过TikTok，普通话内容可以变得更有趣，更容易理解，对观众，尤其是学生很有用，因为TikTok视频激发了创造力，带来了快乐，虽然播放的视频时长很短，但可以制作的很好，让人看起来觉得不无聊。

因此，通过TikTok媒体，公众，特别是掌握普通话的内容创作者可以用它来教育公众，特别是学生。内容创作者可以创作多种形式的普通话教育内容，例如：日常对话、基本词汇、歌曲等等。然而，实际上，目前创作普通话内容的内容创作者很少，因为教育内容的爱好者仍然相对较少。因此，需要掌握普通话的人的意识来创造和复制更多精彩有趣的中文内容，以便这些中文内容可以经常推送到FYP TikTok用户身上。此外，还需要公众，尤其是学生，通过 TikTok 上的视频观看和学习普通话。

因此可以得出结论，抖音媒体可以是一种娱乐和教育的媒介。有了正确的内容，TikTok 成为许多人，尤其是学生积极有效学习的媒介。其中之一是关于普通话基础知识的内容。希望人们可以了解和学习汉语，并知道汉语的重要性。

参考文献

CNN Indonesia. (2020). *Kisah Kejayaan TikTok di 2020.* (https://www.cnnindonesia.com/teknologi/2020121014500 6-185-580569/kisah-kejayaan-tiktok-di-2020), diakses 23 April 2022.

Diplan. (2019). *Tantangan Pendidik Di Era Digital*. Jurnal Ilmiah Kependidikan 14(02), 41–47. doi: https://doi.org/10.33654/jpl.v14i2.888

Ferdiana, S. (2020). *Persepsi Mahasiswa Tentang Penggunaan Media Daring Pada Program Studi S1 Ilmu Gizi Sekolah Tinggi Ilmu Kesehatan Surabaya Selama Masa Pandemi Corona Virus Disease (COVID-19).* Indonesian Journal Of Science Learning, 1(1), 5-12.

Ganggi, R. I. P. (2018). Materi pokok dalam literasi media sosial sebagai salah satu upaya mewujudkan masyarakat yang kritis dalam bermedia sosial. Anuva 2(4), 338–45. doi: 10.14710/anuva.2.4.337-345

Tiara Hutamy, E., Swartika, F., Naila Quin Azisah Alisyahbana, A., Arisah, N., & Hasan, M. (2021). *Persepsi Peserta Didik Terhadap Pemanfaatan Tik Tok Sebagai Media Pembelajaran. Prosiding Penelitian Pendidikan Dan Pengabdian 2021*, *1*(1), 1270–1281. Retrieved from http://prosiding.rcipublisher.org/index.php/prosiding/art icle/view/294

Valiant, V. Pengelolaan Media Tiktok sebagai Media Informasi. *Fikom UPI YAI.*

Implementation of School Literacy Movement (SLM) to Improve Student's Vocabulary Mastery

Disusun oleh: Darmaning Eka Ferinda Putri
Dosen Pendamping: Dr. Daniel Ginting

INTRODUCTION

In the current era of growing globalization, the role of communication is becoming increasingly vital. The rapidly advancing science and technology era opens up opportunities to communicate internationally. The primary main means of communication around the world is language. Language is a symbol system in the form of sound, arbitrary in nature, used by people to talk, work together, communicate, and identify themselves. There is no language that people cannot communicate to convey their thoughts and feelings.

Integrated language mastery includes speaking, listening, reading, and writing skills integral to learning. Language learning is becoming increasingly important to be able to communicate well too. The meaning of communicating is understanding, expressing information, thoughts, feelings, developing science, technology, and culture by using language. The ability to communicate at the next level as a whole is the ability to discourse.

It is undeniable that until recently the first international language that was widely used was English. English is widely taught in many countries around the world. Many people in various countries use English to communicate in various important international meetings. Mastery of English is very important because almost all global sources of information in various aspects of life use this language. Learning and understanding English is an unavoidable necessity. By learning English, someone will open their horizons and knowledge internationally.

Learning English is not as easy as it seems, although it is a must for students from elementary school to high school and even those in college. A person learning English needs to memorize thousands of new vocabulary and understand English grammar rules. This makes some students have difficulty learning English because they do not know some vocabulary or cannot understand the meaning of some sentences because of the problematic grammar they find in textbooks, modules, etc. Maybe they have not learned vocabulary and grammar yet or just forgot and do not know about some of them. In learning a language, someone will have difficulty because language is not just knowing many words, but how to use them according to the needs and goals of the learner.

Students will read and try to understand new vocabulary repeatedly in books. Of course, this will allow students to learn new vocabulary from various fields and improve their English skills.

School Literacy Movement (SLM)

The School Literacy Movement (SLM) was created based on the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Development of Characters. The regulation of the Minister of Education and Culture is an effort to cultivate children's character through literacy.

Based on this regulation, the Ministry of Education and Culture requires schools to implement a compulsory reading program before learning hours begin. Students are not limited in choosing reading books, as long as they contain moral values. However, there is an exception to reading material, students are not allowed to read textbooks during compulsory reading, apart from reading books they are free to choose the reading books they want to read. The choice of reading books is very diverse, ranging from novels, short stories, poetry, fairy tales, and so on.

According to Retnaningdyah (2016), the School Literacy Movement (SLM) is carried out as an effort to make schools a learning organization that creates all lifelong literate school residents through public involvement. The School Literacy Movement initiated by the government is expected to be a solution to all the problems that exist in Indonesia today.

According to Wiedarti, et al. (2016), the School Literacy Movement (SLM) when viewed from a social perspective is collaborative support from various elements of society. The reading program that must be carried out by schools will realize the reading habit of students. This habituation is generally done by reading for 15 or 20 minutes which is adjusted to the context or target of the school. It can also be said that when the habit of reading is formed, the next step will be directed to the stage of developing student potential and so on learning accompanied by bills based on the 2013 curriculum.

This is in line with Subandiyah's opinion (2017), which says that literacy skills are expected to make students think critically in solving problems. Literacy is understanding, involving, using, analyzing, and transforming texts. So it can be said that the word literacy used in the School Literacy Movement (SLM) does not only focus on reading activities but other activities such as writing, etc.

Vocabulary Learning

Vocabulary acquisition is a lifelong cognitive process in both native and second languages, and obtaining a suitable amount of vocabulary is a crucial issue in language development. Researchers discovered that the following meta-linguistic cognitive characteristics, phonological-orthographic and morphological awareness, are strongly connected to children's language development.

According to Chang et al (2021), the development of phonological-orthographic processing abilities enhances the learner's capacity to differentiate phonology and improves the

speed and accuracy of transcribing phonological streams in order to complete semantic meaning processing. If students can use phonological awareness units efficiently, they can swiftly decode a word input (sound or visual stimuli) from the syllable to the phonemic level, extract the semantic meaning of this word from the mental lexicon, and complete language processing (Chang, Li, & Lu, 2021).

When learning a new word, learners can use this sound-form consistency rule to reduce the cognitive resources invested in memorizing the word, allowing them to know how to pronounce a word when they see it and spell it when they can read it, realizing the trinity of storing the sound, form, and meaning of a word.

According to David Ausubel (in Gunstone (2015), a famous cognitive psychologist, meaningful learning is frequently compared to rote learning. He defined rote learning as the act of linking a newly learnt word with an already existing cognitive structure. Memory is therefore classified into two types: short-term retention and long-term retention. Baddeley (1999) states that short-term memory or working memory is best characterized as "magic seven, plus or minus two" of Miller's Law, in which individuals can recall a phone number that was just recited for just seconds, but long-term memory an item is maintained for a longer length of time. Postal codes and street addresses, for example, may be remembered for a long time because they have some significant association with the existence of dwellings or physical locations (Baddeley, 1999).

Another distinguishing feature of English is that it represents both phonemes and morphemes. According to Fowler and Liberman (1995), morpheme awareness refers to the learner's ability to comprehend and manipulate knowledge of the structure of lexical morphemes, for example the child's understanding that English vocabulary is largely made up of roots plus affixes or root plus root combinations. Zhao (1998) states that the meaning of words may be inferred,

decoding speed can be expedited, and semantic extraction can be effectively done by dissecting and combining the structural components of lexical morphemes.

Simultaneously, grammatical and familial morpheme properties can stimulate rapid expansion of learners' vocabulary, both of which are important conditions for the development of reading comprehension abilities. Morpheme awareness also aids in the development of spelling ability, and the combination of roots and affixes allows learners to grasp spelling rules for multilingual words while conserving cognitive resources (Fowler & Liberman, 1995). The preceding discusses the impact of morpheme knowledge on language production capacity. In terms of input to language, morpheme awareness can assist learners in cognitively processing and storing words at the word block (lexical block) level, saving cognitive resources and improving memory efficiency (Fowler & Liberman, 1995).

In English, there are numerous multilingual terms, and many words are derived from a single root word. Thus, storing and learning words in the form of vocabulary families, rather than individual words, is not only beneficial to developing vocabulary, but also to enhancing the breadth and depth of vocabulary memory, and thus more easily contributes to word extraction.

For example, "port" is a root word. It can be found in a variety of terms. However, "port" denotes "to carry" or "to move" whenever it comes in a word. That gives any term it is a portion of the meaning of "to carry" or "to move." When you encounter terms with "port" in them, such as transport, portable, teleportation, deport, or export, you know they have something to do with "carrying" or "moving." By knowing one root, students can know many words in English.

According to Feldman and Andjelkovic (1992), the phonological and morphological aspects of English serve as the foundation and requirement for growing children's phonological and morphological awareness, and establishing

phonological-orthographic and morphological awareness is a sufficient condition for developing learners' reading abilities. Simultaneously, intervention training based on this foundation has been demonstrated to contribute to phonological and morphological awareness in both native English learners and second language learners, allowing them to extend their English vocabulary and enhance their literacy abilities.

The Relationship between School Literacy Movements in Increasing Vocabulary

Children have a big interest in books and stories. Sulzby and Teale (in Lundberg, 2006) also argue that there is a strong and positive correlation between the number of reading books during the preschool years with future vocabulary and language development, children's reading interest, and reading success. The results of Watson's (2008) research in the United States also show an increase in vocabulary acquisition in preschool children aged four and five years, as a result of the application of the method of reading books together in groups.

De Temple and Snow (2003) also argue that one of the reasons underlying the importance of reading books to influence vocabulary is because books present words that are rarely encountered in everyday life. Verbal interactions that occur in everyday conversation generally only present the use of a limited number of words and are repeated, while the texts in books present richer and more varied words. From the statement, we may say that reading habits plays an important role in improving vocabulary mastery and with reading habits makes it easy to memorize vocabulary.

In the teaching learning process of English, some students' does not have the interest to use their left brain to memorize something included to memorize the English vocabulary. Students' reading habits on school literacy

programs will help remember vocabulary because of repeated words in reading.

Reading habits are measured by the frequency of reading or the number of times pupils read on the school literacy movement program. Chettry (2013) states that reading habit is a reading activity that is done recursively. In other words, according to this viewpoint, reading might be called a habit if done often and consistently. According to Iftanti (2012) the key to developing a reading habit is repetition with respect to the intended reading behavior for students. Reading habit is defined as the technique in which individuals repeat their reading activities many times such that it is absorbed into themselves as a pleasurable activity that is done with full awareness or truly. Moreover, according to Iftanti (2015) because a habit of reading is developed by repeating the desired behavior, reading is done routinely every day until it becomes second nature to the learners. As a result, repetition of reading activities is essential for the development of reading habits.

Conclusion

The School Literacy Movement is a comprehensive and sustainable movement involving all components of the school, to realize literate students, so that they have the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, or speaking. With the school literacy movement, students can find various types of reading that make them more motivated to read. The School Literacy Movement is able to foster student interest in reading. After students' interest in reading increases, it makes students addicted to reading and students' insight becomes wider especially in vocabulary mastery. The breadth of insight makes it easy for students to understand the subject matter, so that student learning outcomes can be improved.

REFERENCES

Baddeley, A. (1999). *Essentials of human memory.* UK: Psychology Press.

Chang, Y., Li, B., & Lu, J. (2021, September). English vocabulary teaching from a cognitive perspective. *Open Access Library Journal*, *Volume 8*, (pp. 1-8). doi:10.4236/oalib.1107777.

Chettry, K. (2013). Reading habit: an overview. IOSR *Journal Of Ilumanties and Social Science*, *Volume 14, Issue 6 (Sep - Oct. 2013)*, (pp. 13-17). Retrieved from https://www.iosrjournals.org/iosr-jhss/papers/Vol14-issue6/C01461317.pdf

De Temple, J., & Snow, C. E. (2003). Learning words from books. In S. A. Anne van Kleeck, *On reading books to children: Parents and teachers* (pp. 15-34). New York: Lawrence Erlbaum Associates.

Feldman, L., & Andjelkovic, D. (1992). Morphological analysis in word recognition. In L. a. Katz, *Orthography, phonology, morphology, and meaning: An overview* (pp. 343-360). North-Holland. Lawrence Erlbaum Associates.

Fowler, A., & Liberman, I. (1995). The role of phonology and orthography in morphological awareness. In L. E. Feldman, *Morphological aspects of language processing* (pp. 189-209). Lawrence Erlbaum Associates. doi:https://doi.org/10.1016/S0166-4115(08)62802-2

Gunstone, R. (2015). *Meaningful learning.* Australia: Springer Science+Business Media Dordrecht. doi:10.1007/978-94-007-2150-0_121

Iftanti, E. (2012, July). A survey of the english reading habits Of efl students in indonesia. *TEFLIN Journal*, *Volume 23*, (pp. 149-164). doi:http://dx.doi.org/10.15639/teflinjournal.v23i2/149-164

Iftanti, E. (2015, May). What makes EFLstudents establish good reading habits in English. *International Journal of Education and Research*, *Volume 3,* (pp. 365-374).

Lundberg, I. (2006). The child's route into literacy: A double-track journey. In e. a. Anne McKeough, *Understanding literacy development: A Global View* (pp. 13-30). Lawrence Erlbaum Associates.

Retnaningdyah, P. (2016). *Panduan gerakan literasi sekolah di sekolah menengah pertama.* Departemen Pendidikan dan Kebudayaan.

Subandiyah, H. (2017, Maret). Pembelajaran literasi dalam mata pelajaran bahasa indonesia. *Paramasastra*, *Volume 2,* (pp. 10-22).
doi:https://doi.org/10.26740/paramasastra.v2n1.p%25p

Watson, B. G. (2008, May). *Preschool book reading: teacher, child, and text contribution to vocabulary growth.* Vanderbilt University.

Wiedarti, P. (2016). *Desain induk gerakan literasi sekolah.* Direktorat Jenderal Pendidikan Dasar dan Menengah. Kementerian Pendidikan dan Kebudayaan.

Zhao, Y. (1998). Cognitive development and metaphor. *Foreign Languages and Foreign Language Teaching*, *Volume 10,* (pp. 8-10).

爪哇人对中国人罪行

Disusun oleh: Ghodur Abiyyutsabitul Azmi
Dosen Pendamping: Dhatu Sitaresmi, S.S., MTCSOL

1970年代，Surakarta是华人移民的目地的之一，后来也有一部分人一直生活到现在。这导致中国（华裔）与苏拉加达（爪哇族）及周边地区人民之间的关系更加紧张。   当时，Surakarta市是两者冲突的中心。在社会生活中，华人经常在财务上帮助原住民，目的是让原住民兴旺发达。当时Surakarta人对新秩序时代的经济产生了嫉妒，因为Surakarta地区的经济仍然由华商主导。由于华人与原住民之间的种姓差异，华人与爪哇人之间的紧张关系不断加剧，华人有自己的居住地，即远离居民区的精英住宅，很少有社会接触土人，所以引起土人羡慕中国。华裔与爪哇族的冲突是由个体冲突引起的。这场冲突源于咖啡馆员工中国学生之间的争吵。

张东是华裔学生，他住在Surakarta的一所房子里。他的爱好是画画儿，也有很多画。   每天张东去Surakarta艺术大学学习画画儿。他家离大学很远，大概有三四公里。他一般坐公共汽车去。他感到很快乐因为今天是张东上大学的第一天，他要坐公共汽车去Surakarta艺术大学。每天他常常在汽车站等车。等了很久，来了一辆公共汽车。然后，他上车公共汽车去大学。车子到了大学门口，张东想下车给司机付交通费。见人没钱，张东给他钱。然后，他进入了他的大学。张东感到很惊讶，他觉得这家大学很大，也很干净。他看大学前边有一个咖啡馆，他感到很开心因为他可以随时去咖啡馆。他在那里有很多朋友。然而，一些学生却因为他与其他学生不同而欺负他。然而，他不在乎。

下课的时候，张东回来家。但是，他感到太困了，需要一杯咖啡。最后，他去咖啡馆喝咖啡，还上网。进而，他想会来家，可是车站离咖啡馆很远，他需要一辆自行车去车站。他看，咖啡馆前边有一辆自行车。他不知道谁拥有它，但是他仍然骑着那辆自行车。休息的时候，一名咖啡馆员工想去书店买

书，他的名字是大卫。但是，他自行车不见了。他的困惑地寻找他的自行车。然后，他问顾客，你看到我的自行车了吗？，他说，我看到一个华裔学生骑着你的自行车去汽车站。那时候，大卫去汽车站找他的 自行车。果然，他看到一个华裔学生坐在汽车站等车，旁边是大卫的自行车。最后，大卫走到那个华裔学生跟前，他问那个学生，你叫什们名字？为什么要骑我的 自行车？他说我叫张东，因为没有人拥有这辆自行车。大卫听到学生的回答很生气，因为张东借自行车时没有征求大卫的同意。结果，两人发生了争吵。据张东说，这辆自行车是公共财产，不是大卫的。即使这辆自行车是大卫的。最后，张东被激怒了，把大卫打得头都青了。然后，他跑到离汽车站不远的他兄弟开的一家商店。

　　大卫是咖啡馆里最受尊敬的人，回来时头部受伤。大卫邀请他的朋友和当地居民参观靠近汽车站的商店。然而，他们并没有找到张东，于是威胁店主立即交出张东。下午，大卫召集了大概一百名居民，为下一步行动做准备。第二天早上，大卫带着一百名居民回到店里交出张东。然而，他们还是找不到张东，他们用石头砸路边的房屋和商店来发泄怒火。听到这个消息，警察立即采取行动，将大卫保护起来。他被带到警察局签署了一份书面协议，表明他不会重复这种无政府状态的行为。警方还逮捕了张东。

　　实际上他们的冲突已经结束。然而，三名Surakarta艺术大学学生挑衅大卫继续他们前一天的无政府行为。有一天，大卫和Surakarta艺术大学的一些学生见面了。他们同意举行反华行动。大卫和Surakarta艺术大学的学生会面后，传闻大卫去世了。这个问题广为流传，据说爪哇人被华裔青年屠杀。仅一天，这一问题就在中爪哇及周边地区广为流传。然后，大概二三百名学生通过放火和投掷路边的商店和房屋进行了无政府行为。其中一人放火烧了他张东兄弟的店。

　　事发后，苏哈托先生建议居民不要轻易被当前的问题冒犯，因为我们必须首先证明问题。他说，冲突导致经济下滑，当地居民遭受苦难。

How to Improve our Speaking English Skills

Disusun oleh: Jason Matthew Kevin
Dosen Pendamping: Ounu Zakiy Sukaton, S.Hum, Master of General and Applied Lingusitics

Introduction

Speaking becomes one of the crucial elements when you are wanting to study English. But some people feel difficult to speak English even though the ability to speak English is really needed currently. Even many companies are looking for employees that master English.

According to Education First, Indonesians' English proficiency is still relatively low. It is proven by the fact that Indonesia is ranked 80th out of 112 countries by only collecting 466 points. This number is still below the global average EPI (English Proficiency Index) which stands at 503 (Threestayanti, 2021).

Of course, this is a concern for the people of Indonesia. The reason is that English has become an international language with the number of users reaching 1.35 billion and like it or not, Indonesian people should try to improve their English-speaking skills

Some factors that make people afraid to speak in English include the lack of vocabulary they master, fear that the information they convey is wrong, etc. Even now, the ability to speak English is extremely needed. For example, today's companies are looking for people who can or master how to speak in public.

By writing this essay, I hope that it can help with all kinds of problems related to speaking. As a result, in the future you can be bolder and more confident to express your opinion in public, especially using English.

But before that, I will also give the functions of speaking. Generally, the function of speaking consists of three main functions like the one below.

The function of speaking

1. **Providing information**

    Speaking can be a medium for us to provide information to listeners, Situations in informative conversations usually take place in silence. The speaker struggles to send a real message (Munawaroh, 2015). For example, when you are invited to an event with the theme of sport then you are invited by the committee to be a speaker and at the event you explain how to play football in the modern era including a good strategy to play attractive and entertaining football. Of course, for the audience your words are additional information for the audience.

2. **Persuading and inviting someone to do something**,

    The situation in this conversation is important and sometimes tense and dogmatic, the speaker usually gives encouragement or appeal with the aim of getting the listener to carry out what the speaker has said (Munawaroh, 2015). For example, you as a speaker will talk about the problem of waste disposal in its place as we all know that the waste problem is still one of the unresolved problems in Indonesia. Because as we know littering out of garbage can cause air pollution, and other negative effects such as disease and eyeshot along with several other explanations for indiscriminate disposal and then at the end you invite the audience to throw trash in its place (Munawaroh, 2015).

3. **Convincing people**

    This type of conversation struggles to make people believe its views from being initially against to being pro. The speaker must include an opinion or view that makes sense (acceptable by common sense) and must be guaranteed to be true (Munawaroh, 2015). For example, when you as a speaker are going to talk about the impact of Covid-19 on health, you must have evidence that can convince the audience to be careful in dealing with the

Covid-19 pandemic. For example, you explain that Covid is very dangerous because it attacks the immune system which can result in death. to death.

Some people may still wonder what factors make it difficult for many people to speak and how to train them to become more accustomed to speaking. Let me explain one by one in detail.

Factors making people difficult to speak

First, I want to explain the reasons people find it difficult to speak English. Many factors make people difficult to speak such as:

1. **Poor or low vocabulary**

   As I told you before in the introduction, vocabulary becomes the most important for becoming a supplier. The more vocabulary you master the more confident you become to express your argument to the audience (speaking). People who have minimal vocabulary because of their dependence on the word list (vocabulary) indicate that they have difficulty accepting the meaning or intent of the conversation (Putri, Amri, & Ahmad, 2020). That is why if you want to improve your speaking ability you must master much vocabulary.

2. **Difficulties pronouncing a word**

   As we know, if we are making a mistake in pronunciation, the meaning of a word is also different. That is also the factor that makes people afraid to speak. People meet the problem when they are trying to mention some vocabulary (Putri, Amri, & Ahmad, 2020). Therefore, to solve this problem people must practice a lot many people say to justify pronunciation it is a good idea to practice in front of the mirror, so you understand your mistakes from the movement of your mouth or practice pronunciation by recording it then you find out where the error is, and you fix it.

3. **Confusion in arranging words**

For many people, the ability to arrange words is hard. This is what makes it difficult for them to speak, especially in public. People are sometimes confused about linking words; besides that, it is still added with language errors (Putri, Amri, & Ahmad, 2020). To anticipate these events from happening, it is a good idea to prepare yourself first. For example, you prepare the text beforehand, of course with good and correct grammar. In addition, it is a good idea to use an application that can help correct your grammar, such as the Grammarly application that helps check for various kinds of grammatical errors so that your grammar looks better. As a result, and will be more confident to speak.

4. **Worry about making mistakes**

The first time we try to speak, there are always worries that come to us, starting from the fear of making mistakes, the concern that the information we convey cannot be received perfectly, and various other types of worries. People often feel anxious to express their opinion because they are worried, they will make deflections (Putri, Amri, & Ahmad, 2020). Therefore, it is necessary to prepare material before we speak and increase our flying hours to speak because, in that way, we can be brave to speak in public.

Some Methods to practice students speaking ability

There are several ways that you can try to practice your speaking to be better and here I will give you the ways:

1. **Describing things**

The first way is by describing an object conveyed by (Luoma 2004) teachers can test students' speaking skills by showing a picture. Then they ask their students to describe or represent the given picture. Next, teachers give comments about their appearance by pointing out their

mistakes so that they will not repeat the same mistakes. Besides that, this activity can also be a medium for students to increase their vocabulary (Luoma, 2004). For example, teachers ask students to describe a cat and other objects. With this activity, students can provide an overview of an object using their sentences. Students can dare to present the argument, of course, an actual description so that people can imagine the object based on the description submitted.

2. **Conversation between 2 people or more**

   Conversation also becomes a method that can help you to practice your speaking. At first the teacher determines several topics that will be the theme of the conversation and after that the teacher is tasked with observing and listening to their conversation. For example, teachers ask students to have a conversation about school holidays and after that teacher asks the students to demonstrate the conversation. From there students will learn how to pronounce vocabulary correctly and if this continues to be done continuously and routinely then in the future students will have the ability to speak in English.

3. **Using curriculum preparation or lesson plan**

   Many methods can be used to teach communicative language, but the one chosen by the teacher is curriculum preparation because it is considered more effective or successful. (Khamkhien, 2010). Using the curriculum is helpful for the teacher's work because, with the speaking learning curriculum, it can be more focused and focused on one goal to be achieved from speaking learning. For example, when you are wanting teaching speaking in your class you must know the lesson objectives from your lesson (you want your students have an ability to speaking English and after that you also should determine what is methods that you are used to teach them such as you chose discussion methods to teach speaking in your class and

make sure all your students have the opportunity speak English.

4. **Singing a song (singing English song such as a million dreams)**

   Singing is an activity that is carried out to serve as a medium for refreshing after being tired of doing work, but did you know that singing is also one of the media to practice your speaking. When you sing a foreign song without any text, that is where you spare your speaking skills (Brateiko & Yurko, 2020) For example, singing a Million Dreams song. Singing is the most fun speaking learning strategy. With this activity students will learn some vocabulary that is extremely useful for you as a learning process of speaking English. I was once advised by one of my lecturers to sing an English song as a medium for learning English.

5. **Practicing using videos**

   Now is the era of globalization where people can freely use any application that has been provided, including YouTube. On the Tube, we can access various videos including videos in English. When you want to learn English, it is a good idea to turn on the text so that you understand more what the actor means. Besides that, you can practice your speech. (Brateiko & Yurko, 2020). For example, when you want to visit YouTube try to find a child movie In English and remember to take a little time to talk with your child in English. Learning to use videos is a fun thing especially for children. They will easily and quickly (because they will repeat the video and eventually, they will be fluent in English).

6. **Using Online Chatting platforms (WhatsApp or other applications)**

   Talking to friends who are fluent in English is an option you can use online conversations. (Brateiko & Yurko, 2020). You can use video calls to learn to speak in English. On this video call you can see how someone

pronounces a word in English with the correct pronunciation and from there you continue to learn and gradually become fluent in English.

7. **Self-recording (recorder in smartphone)**

   In today's sophistication of technology really helps human work, including the gadgets we have. We can use the recorder in our gadget to practice our speaking. With this recorder it can support you to understand errors in pronunciation. (Brateiko & Yurko, 2020). As your information incidentally on some smartphone when you record your voice it shows up your subtitles and when the words are different from what is inside it means your pronunciation was wrong. You can learn from the mistakes and make improvements.

8. **Combining skills with activities**

   Solo skill action is highly discouraged because it feels less powerful, however we need to find a method on how to build skills together. One way that can be done to practice speaking is to combine skills with activities (Liao, 2009) Therefore, teachers must create a conductive classroom situation so that students can explore their skills.

9. **Using website**

   You do not need to worry about learning to speak because there are many websites or even applications that can help you improve your speaking skills, one of which is the My Language Exchange website. This website provides various facilities such as online courses and online writing and not only that. can convey notes and you can make friends from various countries (Styfanyshyn & Kalymon, 2021). So, you can quickly practice your English-speaking ability.

Conclusions

The ability to speak is something that everyone should have. but still many people still do not realize the importance of speaking, especially in English. There are still many people who feel afraid and embarrassed to speak.

The speaking ability of Indonesians is still relatively low, and this has indeed become a "job" for us as the younger generation of the nation's successors to improve it. Be a young generation who dares to speak up and is not easily afraid to express his opinion.

There are various methods that you can practice your speaking including conversation, recording yourself, describing an object and so on. The most important thing to have the courage to speak is the courage to immediately start practicing because without the courage to start then we will never go forward (dare to speak) because once again speaking skills are needed now and many companies are looking for employees who can speak so do not give up and keep trying to do it.

References

Brateiko, N. &. (2020). Speaking english: digital means for learning from home. *Матеріали конференцій Молодіжної наукової ліги,,,* 44-45.

Khamkhien, A. (2010). Teaching english speaking and english speaking tests in the thai context. *a reflection from thai perspective. English language teaching, 3*(1), 184-190.

Liao, G. (2009). Improvement of speaking ability through interrelated skills. *English language teaching, 2*(3), 11-14.

Luoma, S. (2004). *Assessing Speaking.* United Kingdom: Cambridge University Press. .

Munawaroh, D. (2015, March 5). *Makalah hakikat fungsi dan tujuan berbicara.* Dipetik Desember 2, 2021, dari dwimunawar.blogspot.com: http://dwimunawar.blogspot.com/: http://dwimunawar.blogspot.com/2016/03/makalah-hakikat-fungsi-dan-tujuan.html

Putri, A. A. (2020). The student difficulties factor in speaking. *J-shelves of Iindragiri, 1*(2), 115-129.

Styfanyshyn, I. &. (2021). Online practice for speaking English. *Collective monographs*, 124-132.

Threestayanti, L. (2021, November 30). *Kecakapan bahasa inggris orang indonesia peringkat 80 dari 112 negara.* Dipetik April 12, 2022, dari infokomputer.grid.id: https://infokomputer.grid.id/read/123020358/ef-kecakapan-bahasa-inggris-orang-indonesia-peringkat-80-dari-112-negara?page=all

因为我的命运茶变了

Disusun oleh: Karent Chandra
Dosen Pendamping: Dhatu Sitaresmi, S.S., MTCSOL

事情发生在一个月前，也就是在扬州上大学之前。我只是一个清策村的乡下小子，一个虽然家境普通，却梦想着上大学的孩子。像以前在河里和稻田里玩耍的其他村子里的孩子一样。看到这张海报，我就有上大学的冲动。

一天晚上，我走出家门去吹点风。在寂静的深夜里，我走近了家附近的一家茶馆。我看到一个戴着草帽的老人喝茶，在画布上刷牙。我不敢靠近老头子，只能远远地看到他。

看了老爷爷的名作，觉得老爷爷可以帮我读大学。不过，我不敢问他愿不愿意收我为徒。我只能反省，带着复杂的想法回家。当我回到家时，我根本没有睡觉，因为我在想那个老人。

休息的时候，他脑子里想的就是如何让老头子收我为徒。然后我在心里说我绝对可以被录取为学生。我很平静，可以休息。这是艰难的一天，但我会再试一次。

第二天晚上，我没有告诉父母再次去茶馆，就再次离开了家。**没想到那个老家伙又出**现在那个茶馆里。就在老爷子喝茶的时候，我看到他的书法在他的桌子旁边。不知道老人写了什么。我所知道的是这太棒了。

老人知道我在哪里，就给我打电话。

"小子，这老头子怎么了？？"

我大声回答，请收我为徒。我会做任何事，爬山，穿过山谷，甚至航行大海。老者一脸愤世嫉俗，傲慢的问道："**我凭什么收你**为徒？你只是个孩子。不如在村子里玩，为什么要跟我学？"

我回答说："**我有一个梦想，我必**须通过和你一起学习来实现我的梦想。"**我大声回答，一**脸严肃的看着老头。老家伙只能笑着看着茶。我清楚地记得，当老家伙看到**茶叶**时，茶叶没有倒置。老人说："**你小**时候运气好，我说不定可以收你为徒"。

我连忙高兴地大叫，向老师鞠躬。老头子还没说完，要是我能听听老头子讲的故事，他大概会收我为徒。我很快就同意了老老爷子的条件，虽然我不明白老爷子的意思。老人喝了茶，开始讲故事。

　　"**起初，塔山是**鸟居的地方，起初鸟儿是不会飞的。这些鸟曾经生活在陆地上，以觅食日常食物。他们不知道如何扇动翅膀飞翔。然后听天上的声音说，一个月后会有一个测试，可以教鸟的飞行能力。所有的鸟儿都不知道神音是什么意思，但都很高兴。

　　鸟儿们聚在一起讨论下个月就快到了。然**而，其中一只鸽子**，也就是鸽子，拒绝去后山修炼。他不知道要飞什么训练，因为这是他第一次练习。所以他决定只练习跳跃。他所做的练习只是从这里和那里跳来跳去。

　　日复一日的跳跃练习由鸽子完成。尽管许多鸟儿取笑他，侮辱他，甚至诅咒他。为什么会出现这种奇怪的跳跃？鸽子无视所有的鸟儿，继续练习。晚上，鸽子想休息，它最好的朋友麻雀来找我。他问你为什么一边给我倒茶一边训练这么刻苦。

　　我回答说我不知道我为什么要练习，但我的直觉和内心深处说我必须练习。我也不明白我从这种做法中得到的好处，但我只能相信它。麻雀只能作为你最好的朋友说"做你想做的，不要在意别人，因为这是你选择的，不是别人选择的"。之后我和皮皮喝**茶到很晚才休息。**

　　考试前一天，小鸟们聚在一起提醒明天是神音的考试，但他们没有看到鸽子。他们嘲笑鸽子可能逃跑了，没有接受神圣声音的考验。但是他最好的朋友麻雀提高了声音。鸽子不会逃跑，而是会像你懒惰的那样做准备。鸟儿骂他，甚至狠狠地打他。一只满脸伤痕的麻雀刚刚说明天见。鸟儿离开了他。

　　黎明前的黎明，在一片草海中。除了鸽子，所有的鸟都聚集了。很多鸟都说他不会来。在神圣的声音开始测试之前，鸽子到处都是疮。他来看麻雀，但他不在。或许他并不**想按照自己内心的**鸽子来接受自己的考验。

　　天音的考验开始了，他们听到一个神圣的声音说："考验即将开始，你对面有一个鸿沟，你必须跨越"。在那之后，**神音**

开始了它的测试歌曲。很多鸟儿听不到神音的歌声，一跃而起，鸟儿立刻从高处死去。鸟儿很害怕，因为它们看到许多死鸟。他们害怕地逃跑了，但鸽子保持冷静。在鸽子跳跃之前，他闭上眼睛，仔细聆听着神圣的歌声："**振翅，这是你在所有人中闪耀的时刻**"。**之后，他**睁开眼睛，跳了起来。

当他跳入深渊时，他跌倒了。但他相信这首歌突然是一阵大风，迫使他扇动翅膀。然后鸽子就可以像风一样自由飞翔了。许多鸟儿想知道他是怎么做到的。神音结束了测试，宣布鸽子成功。鸽子正在寻找他所在的麻雀。他看到一只满脸伤痕的麻雀，但当麻雀看到一只鸽子飞翔时，他作为朋友感到非常自豪，因为鸽子会飞。之后，鸽子带着麻雀一起飞翔。他意识到在天空中它很有趣。鸽子成为当时世界上第一只飞翔的鸟。

那么，你从这个故事中得到了什么，孩子？我回答说爷爷的故事很精彩，但我只能得出结论，这一切都需要努力、毅力和信念。老老头只是叹了口气，把茶喝到最低限度。我心里说我不被接受，但天意却说了别的。老爷子又看了看茶叶，没想到上面竟然转了两圈。说完，老爷**子哈哈大笑，**说你过去了，我收你为徒。我也很高兴能被老爷爷接纳。

在开始我的教学之前，您必须记住这3句话。"**尽事不辞有人**"、"**凡事**预则立，不预则废"、"**千里之行足下心**"。**第一个意思是，如果你用心去做某事，你就会成功。第二个意思是，如果你有准**备，一切都会解决，如果你没有提前准备，它就会被放弃，意思是你做了什么，你有准备就可以成功，不准备就失败做。三是一切从无到有，从小事做起，循序渐进。

对着老人的话，我连忙点头。之后，我和老人告诉了我的父母，幸好我的父母同意了。我和祖父开始加深我们的知识。一天又一天开始，**起初我很**绝望，因为练习书法太难了，但我想起了老人的话，我没有放弃，只好继续。直到离开城市的前一天，我已经完成了数百甚至数千次的练习。临走的前一天晚上，老人告诉我，在大学里你不应该嚣张。记住你老师的话"**天外有天，人外有人**"，**意思是**聪明的人中有聪明的人，有的甚至更聪明。所以，不要自大，不要满足于自己现在的能力。要求更高的知识。老师讲完我就睡着了。

没想到，我醒来的时候，就在老师旁边的学院附近。我们经过的许多河流和森林最终到达了测试地点。老师给了我鼓励，我就去考试了。考试开始的时候，我觉得考题很简单，回答也很轻松。测试通过后进行试验，最终公布测试结果。我的老师像往常一样在茶馆里等着，我在公告上找了我的名字，但没有。我在心里说我让老师失望了，我带着悲伤和悲伤的脸走到老师面前说我失败了。原谅你的学生老师，我浪费了老师的时间。我的老师只能拍拍我的肩膀说你的名字不在上面，而是在一个特殊的地方，因为你得了满分。我很高兴，因为能够进入大学而向老师鞠躬。

后来我的老师离开了我，离开前他说现在为什么要帮助我，他回答说："因为你像以前一样提醒我。"**我也**记得我老师的话**"事了拂衣去，深藏功与名"**（做好事时不要指望表扬和礼物）。所以你的老师一开始只是和你一样的普通人，然后老师带着幸福的微笑和哭泣离开了我，但我不能因为我在这里而难过。这是我现在在这里的一名大学生。尽可能高地寻求知识。

THE INFLUENCE OF SOCIAL ENVIRONMENT TOWARDS FOREIGN LANGUAGE LEARNING

Disusun oleh: Nabila Alfiatuzhara Arifendy
Dosen Pendamping: Dr. Daniel Ginting

Introduction

Indonesia has a lot of vernaculars, where each region has its own. People in Indonesia tend to use vernacular language (*bahasa daerah*) in their daily lives. The people use Bahasa Indonesia (formal one) to talk with outsiders who are not from their place and with strangers. People who live in isolated areas cannot speak Indonesia properly, they only speak their vernacular language.

According to a research done by Harlina & Yusuf (2020), it is found that many obstacles are found when students learn English in rural schools. From the research, the environment plays a part in learning a language, especially a foreign language. People use the vernacular as their colloquial language. The local people seldom use English. There is a stigma about only the upper class who speak English because English is related to the "cost." Some students avoid talking in English, moreover, some others tend to think it is just a showing-off if someone speaks in English. These social stigmas need to be reduced in the learning process.

A language environment is needed when students learn a language. If the environments support the language, it will be easier to learn a language. For example, when children learn their native language. The environment is supported, the children's mom and dad speak and ask the children in a certain language, which happens many times and makes the children familiar with the language. The environment is the setting.

In correlation with (Aziz & Dewi, 2019), in Edukasi Journal volume 07, learning success is affected and conditioned by the environment. The factor of environment raises students' interest and motivation in learning a language. (Kiatkheeree, 2018) also mentioned a good environment can make language learning more effective, in the case of students in Thailand. Same as Thailand, Indonesia set English as a compulsory subject in the curriculum and the social language environment is not English. In Indonesia, English is not a common language used by students daily. It makes some students face difficulty when learning English.

Vygotsky's Theory

A Soviet psychologist named Lev Vygotsky believed that language develops from social interactions. As stated by (Marchenkova, 2004), Vygotsky's theory interest in language as a social process mediating among persons during their shared community. It means in Vygotsky's theory, the social aspect is essential in language development. The language itself is the basis of social interactions. In Vygotsky's, social settings and learning are interlinked. In the case of learning a foreign language, it is best to identify the effective strategies to teach the students to achieve their learning goals. It is important to note that problem-solving and real-life tasks are vital because it is best to gain knowledge when the study is related to their social activity.

Vygotsky tends towards psychological development, especially in education. (Tudge & Winterhoff, 1993) Vygotsky believed the development of speech to be paramount in the development of a higher mental process. In Vygotsky's concept, language is a part of the mental process which can be developed with the social aspects. Vygotsky did interactive activities between real interlocutors, dyads, or small groups. Vygotsky theory is good, but it lacks experimental tests. To prove his findings, Vygotsky relied widely on his observation toward the subject in his research. He received many

criticisms of the vagueness of his theory from other researchers.

Teaching Strategies in a Foreign Language

Teaching a foreign language is not easy because learning a language needs several activities that are different from teaching other subjects like math or physics. Some students face difficulties in speaking. Sometimes they are able to write an essay in English, but when speaking, they experience confusion or delay in speaking. Indeed, speaking is a must component in teaching and learning English.

Teaching strategies refer to the teaching method that the teacher uses to achieve the goal of learning. Teachers should determine the best way for the students. On some occasions, learning a foreign language is difficult for students. The teaching strategies help the students to accomplish their learning. In learning a language, practice like speaking and others is required because language is an act of communication.

As stated by (Moeller & Catalano, 2015), CLT, or Communicative Language Teaching, emerged as a significant approach that supports the application in many contexts because the language used can be meaningful. It is true that CLT help learners acquire language because the tasks are related to real-life activities. Nevertheless, (Alam, 2008), found CLT might not be effective for some reason for students in Bangladesh, because CLT fails to bring a good output in ESL/EFL context. The SLT can help the problem. From the example above, teaching strategies need to approach several methods and do not rely on only one approach. It depends on the occasion.

Strategies for Teaching Foreign Language using Social Approach

The following is to explain the teaching strategy using a social approach/environmental approach.

Scaffolding

Scaffolding is a teaching method where students are learned with the help of the teachers or more advanced individuals to achieve their learning goals. It focuses on students' ability to retain information through the help of others who are more knowledgeable. Students can learn with the help of teachers, parents, older siblings, and more advanced friends. Vygotsky defines the zone of proximal development or ZPD. ZPD consists of the students' potential development and the role of interaction with others. The potential development is what students are capable to learn.

A kindergarten student is learning math. They do not know about addition and subtraction. But, they know all the numbers. He never could do addition and subtraction on his own, he needs someone more knowledgeable to enlighten him. A mom comes to help him, she brings three apples as the object of the learning. She put two apples on the table and then take it one. The student saw and examined it. Two minus one equals one, and the student is able to learn subtraction. The mom put the other two apples beside the one apple. One added two equals three, the students learn addition. The student's ZPD is able to do addition and subtraction, the mom who helps him learn is scaffolding.

The following example is the scaffolding technique in foreign language learning.
1. The teacher gives students a handbook about everyday conversation in English (with the subtitles on it).
2. First, the students practice it with the teacher to know the pronunciation and how to use it.
3. After all the students are able to speak, they are required to practice it with their friends every day.
4. The students can speak with their friends in English.

Case Study

A case study is a teaching method where the students are given a case they need to solve. It is best if the study is related to a real-life situation. It can help the learner learn more quickly. It is an active activity, it can help the students to be more actively participate and keep student's spirit.

The following example is the case study method for giving direction to Elementary School Students

1. The teacher give an explanation about direction to students. Explain what are T-junction, turn right, turn left, and so on.
2. The teacher gives small maps to the students.
3. Students examined the maps.
4. The teacher divides the class into some groups.
5. The students will interact with each other, asking and giving directions.
6. Students are able to give and ask for direction from others.

Project-based learning

(Goodman & Stivers, 2010) state Project-based learning is an instructional approach in the learning activities which include a real-life task that challenges the students. The task usually is done by a group. The task should relate to everyday problems outside the classroom. It can be an effective way for the student to learn about the real problem they might face in the future. The teachers should set the task with the proper level of the student. It might hinder the learning if the task are not proper for the student's level.

The following example is project-based learning on a storybook project using English.

1. The students set a character that describes them when childhood.
2. The students write a story about a big event based on their experiences.
3. Then, they need to include the society that time, such as the culture, to enrich the story.

4. In the conclusion part, they should tell the readers what lessons they learned from the experiences.

Teachers can apply the strategies above in teaching a foreign language. It uses a social approach to helping students learn about the language. It can be effective when the strategies are correctly implemented.

Conclusion

In conclusion, the social environment is a factor that can influence language learning to the students. The result of some research done by the researchers above has explained that social environments participate in learning success. Vygotsky's theory believes that language comes from social interactions, although it lacks experimental tests, it helps in breaking down the ambiguity of social environment and learning.

Teaching a foreign language is different from teaching other subjects, indeed it is a bit tricky. The suitable strategies will help to achieve the learning goals. Environment setting is also needed. CLT or Communicative Language Teaching is good to be applied for the student. The task in CLT is related to real-life activities which in correlation with Vygotsky's theory that claimed real-life tasks should be included in language teaching and learning progress to achieve the learning goals.

There are some strategies that the teacher can implement in teaching a foreign language. Scaffolding technique is good to help the students learn about new materials that they do not know before. Case study help students to overcome when they are experiencing real-life problems. Project-based learning help students make a product on their own and get a wonderful experience from it.

REFERENCES

Alam, A. M. (2008). The CLT approach in ELT : Its effectiveness in the ESL and EFL contexts with special reference to the context of bangladesh. *Manarat International University Studies*, Volume 1(01), 131-142.

Aziz, I. N., & Dewi, Y. A. (2019). The concept of language environment: A descriptive study at madrasah aliah keagamaan Gresik. *Edukasi*, Volume 07(02), 1-23.

Goodman, B., & Stivers, J. (2010). Project-based learning . *Educational psychology*, 1-8. Retrieved from: https://www.fsmilitary.org/pdf/Project_Based_Learning.pdf

Harlina, H., & Yusuf, F. N. (2020). Tantangan belajar bahasa Inggris di sekolah pedesaan. *Jurnal Penelitian Pendidikan*. Volume 20(3), 325-334. DOI: 10.17509/jpp.v20i3.28191

Kiatkheeree, P. (2018). Learning environment for second language acquisition: Through the eyes of English teachers in Thailand. *International Journal of Information and Education Technology*, Volume 8(5), 391-395.

Marchenkova, L. (2004). Language, Culture, and Self: The Bakhtin-Vygotsky encounter. *Dialogue With Bakhtin on Second and Foreign Language Learning: New Perspectives*, 160-175.

Moeller, A. K., & Catalano, T. (2015). foreign language teaching and learning. *International Encyclopedia of the Social & Behavioral Sciences*, 327-332.

Tudge, J. R., & Winterhoff, P. A. (1993). Vygotsky, piaget, and bandura: Perspective on the relations between the social world and cognitive development. *Human Development*, 36(2), 61-81. DOI:10.1159/000277297

My Liberation

Disusun oleh: Natalia Kristianti Siren
Dosen Pendamping: Wawan Eko Yulianto, Ph.D.

Mogen's pov

I ran when I heard gunshots, the black-robed man pulled the trigger. Gasped when I saw Uncle Po lying on the floor covered in blood. When I turned to look for the robed man, he had disappeared without a trace.

<p align="center">***</p>

Matt's pov

The peaceful atmosphere and the sweet smell of roses colored my beautiful morning. I have lived in this village for more than 10 years, and my heart was very grateful for this safe and peaceful life. This small family is also a peace to my heart, I hope the past won't take all this happiness away. I hope…

"Dad, let's have breakfast," said a kid.

I stopped looking out the window and immediately followed the kid's invitation. when I got down and arrived at the dining table, I was greeted by a warm smile from a woman and a child that I loved. I am always grateful for getting out of my old life and starting a new chapter in this new place. I hope that the darkness will never come again.

<p align="center">***</p>

Mogen's pov

I sent several guards and police to handle it, I didn't expect this day to come.

"Sir, we have found a pair of black gloves," said a bodyguard

On the handkerchief, I saw that there were bloodstains attached and there were plain engravings of the letters "MG". My mind spun around looking for the abbreviation of the

letter and came up with the name of someone who had been familiar with "Matt Griffith". I couldn't believe it was a close friend who had been his target all this time, but my heart was still stuck because of that final letter. Just to confirm, I tried calling.

"Hey," I said

"Hey dude, what's up?" answered the one on the other side

"Where are you?" I said to the point

"Home, what happened?"

"Uhm, nothing it's just that I have been missing you," I said while half laughing

"Then come, you can visit me here. It's been a long time since we have met" answered the caller

"Yeah, okay then. Tomorrow I'll come and visit you" I answered and ended the call

After that, my bodyguard came to pick us up and we rushed to the hospital to see Uncle Po's condition. When I got there, I saw my son, sitting in a chair near the operating room holding a ring. When I saw the name "Griffith" engraved...

<p style="text-align:center">***</p>

Matt's pov

We consumed the food that was available on the table while chatting occasionally, and soon I heard the house phone ringing. I picked it up, but I can't hear a single voice. and after a while, there was a rough gasp from the caller.

"Hello?" I said

"Hello, my son, it's me," said the person on the phone

"Who is this?" I replied

"You've forgotten my voice, son" replied the man.

I was silent for a moment trying to calm my bewildered mind. Before I recalled, the man continued

"I am your father. Mosses Griffith, remember?" replied the man

Hearing that name made my heart and hands tremble, I didn't think he could find me again.

"What do you want?" I stutteringly replied

"Meet me at Bay harbor at 5 pm" He immediately hung up the phone

I was a little confused by what the man said, but I kept my cool and returned to the table. After eating, I immediately went to the dungeon to prepare some weapons. back to the room, I wrote a short message on the sticky notes that I put on the nightstand.

Around 1 pm, I left the house using my red picked-up. Before going to Bay harbor, I went to an abandoned house to change vehicles and pick up some extra ammunition. I still can't believe I am back in this house after 10 years. This place reminds me of those dark memories that I don't want to remember. After preparing everything, I also cleaned this empty house. the photos that had been covered in dust remained where they were, and there was also a photo of a little brother sitting on the woman's lap whom I often called mother, two people I missed very much. Next to the photo, there is a photo of a family complete with a father, mother, and two sons. Seeing the face of the man in the photo made me enraged, he was the one who turns this family into chaos.

After 2 hours of cleaning the house, I decided to go to Sant. Bay Harbor. I traveled about 1 hour and a half and will arrive in 30 minutes.

When I got there, I didn't get out of the car right away but prepared a weapon that I put behind my pants. For about 20 minutes I waited inside the car, I went out to take a breath to see the view around the harbor. My mind drifted back to my childhood memories when mom took my brother and me to play around here, and there was still the hopscotch we used to play often. I also tried to jump over it, it still feels the same as before. Unknowingly tears started to roll down my cheeks. Those memories always blow me away.

Cling...

I heard a sound of a coin, I immediately rubbed my cheek and turned around. there appeared Moses Griffith, the man who asked me to meet.

"You're never late, my best son," said the old man

"I'm not your son" I replied in anger

"Of course, you were my smart son..." the old man mocked hearing his words made me a little furious, as we are about to get closer. Suddenly, someone hit my neck from behind which made me unconscious.

<center>***</center>

Mogen's pov

Seeing the name there made my mind go back to thinking about Matt, for some reason I felt like something bad had occurred.

"Dad, are you okay?" asked my son

"Yeah, don't worry" I answered

I immediately called Matt to make sure he was doing well, but he didn't pick up the phone. Worried, I immediately contact my men to trace Matt's location. While waiting, I sat next to my son. We wait for the doctor to come out with the results for the surgery. After an hour the doctor came out and said that Uncle Po would be fine. hearing the news, I became a little relieved. I sent my son to go home to rest and I will take care of Uncle Po.

"Sir, we found him!" said my men

"Where does he go?" I asked a little impatiently

The crew didn't answer and immediately showed me the maps showing the point of Matt Griffith's location. My eyes widened; I didn't expect the location to show right in the isolation warehouse of human organs which had been my side business for a special purpose.

'What is he doing,' he thought

Without thinking long, I immediately ordered the guards to change places on guard at the hospital so I could go to the warehouse.

On the way, I called several guards to leave early to see the state of the warehouse. I hope nothing bad happened.

After 20 minutes I saw several guards who were already guarding in front of the warehouse, and I entered the warehouse. the lights had been turned on and I saw at the end of the room a man was tied up and had his face covered. I approached the person and when I was about to open his face cover, I heard footsteps walking on the second floor.

"Good job, boy. no need for me to pull more bait to make you come looking for me," said the old man
"What do you want, old man?" I answered

The man didn't answer, instead, he just laughed. when I was about to turn, I saw the person who was tied earlier, was already conscious and he was trying to untie the rope in his hand. I immediately helped him and took off his headgear. when I opened it, it turned out to be Matt.
'Bang...'

The man opened fire in every direction made us guess where the man was.
'Bang ... bang ...'

He fired the second and third shots and hit the gas cylinder in the room, forcing us to flee before it explodes.

Matt had untied his legs and we were looking for a way to get out of the building, but the main door of the building had been locked from the outside, and I immediately looked for a way out of the existing windnets. Finally, we could get out of the building and ran out the building. Moments later the building exploded. and the guard who was guarding the front had collapsed on the ground.
'Bang' ... *'Cling'*

Gunshots can be heard from behind us, and we hid behind the container. I had a gun ready just in case, but Matt

grabbed me and told me not to hurt him. I just nodded, and we chose to split up to find the old man. when we split up, I heard gunshots from a distance, I immediately followed the origin of the sound. but when I arrived, I saw some men had been lying on the ground. I took a deep breath to soothe my hammering sensation.

When I was leaving, the old man suddenly came and pointed a gun at me. Without me realizing it, he realized I was here. For some reason, I'm really afraid and shaking.

"Are you lost, Mr. Mogens?" said the old man with a slight grin

"Are you happy sir?" I replied with a forced smile

The expression on his face changed 180 degrees. he gripped the gun tighter and was ready to fire. but before long he laughed and loosened his grip on the gun. I swiftly grabbed the gun and grabbed his wrist and dropped his knees to the ground to lock his elbows. a moment later Matt came over to me and tied the old man's hands with his tie. then some of the men came.

We took the old man to a place far from the city.

Once we got there, we took him to an empty room to interrogate the old man to gather the information that had been unanswered for a long time.

"How are you feeling, old man?" I said in a flat tone

The old man immediately switched and looked at Matt and my face, then he laughed.

"You are really stupid," said the old man

"What do you want from an old man like me?" continued the old man

I didn't answer but I saw Matt he looked furious and angry with the old man in front of him,

"You killed my mother, you bastard," Matt said while hitting the old man's face with his fist

"You destroyed our peaceful family and you left us," continued Matt punching the old man once more.

I saw him like that, trying to break up and keep Matt away from the old man. As if conscious Matt was trying to catch his breath to calm himself.

The old man's face was already bleeding from Matt's fist, but the old man could still laugh behind his torn lips.
"*Hahaha…*are you happy, son?" the man asked Matt

Matt tried to keep himself from being provoked. I glanced at the men standing behind the old man, and one of them was holding a gun and the other holding an electric stun gun. Which brought the old man's laughter to a halt, turning into a fierce glare.

"I could easily kill you, but I will do it slowly just like you did to my parents" I threatened
"Answer my question" I threatened
"Why did you ask my parents to mee you?" I asked

"I just took them out for dinner because it was their wedding anniversary" replied the old man.

Dissatisfied with that, I glanced at one of my bodyguards, and he turned on the stun gun and started to shock the old man with one stun.

"Why are you celebrating with them? What are you doing?" I asked the old man did not answer. A stun was added, and the old man replied,

"I want to see them suffer, and I killed him" the old man replied
"Him?" I asked

"Your father, because he is a traitor" replied the old man while looking at me hatefully

"What do you mean?" I asked again the man only answered, "you are a son of bitch"

Hearing that makes me furious and I approached the man and punched the man in the face for daring to insult my mother.
Matt interrupted me and kept me away from the man.

"Calm down, I knew this would happen. I'll tell you," said Matt

"So, your mother was my father's lover, and your father was my father's best friend. When my father was on duty out of town, it turned out that your mother had been cheating for a long time with my father's best friend and was pregnant. I'm very sorry for being late in telling you, " explained Matt very carefully.

When I heard that, my legs went weak, and fell to the ground. Wondering who was at fault, there is a feeling of anger but on the one hand, there is also a sense of guilt for being angry. I was speechless, confused to digest this situation. Meanwhile, Matt walked toward the old man,
"Are you happy now?" Matt asked coldly

"The things you've been hiding all this time have been exposed. don't you feel guilty? leaving me and mother, and destroying other people's families, just because of the grudge in your heart" scolded Matt coherently
The old man just stared at Matt deeply and then sighed,

"Be careful, love makes you blind and when it is broken, it will awaken the devil in you." said the old man, looking down.
A moment later the man raised his head and said,
"Shoot me, I'm ready," he said while closing his eyes

The old man just gave himself up, as if he was aware of his actions.

"You can't give your orders," I said standing up and approaching the old man

"I will sue you for murder, and I'll make sure you will rot in prison," I said and stun gun to the back of the old man until he faints.

"*Stop Mogens stop*. you're gonna kill him," said Matt who immediately stopped me.

My hands trembled slightly, and my eyes filled with tears, I let go of my grip and stepped back away from the fainted old man. The two bodyguards immediately took the old man into the car to be handed over to the police.

***

Matt patted me on the shoulder, and said that everything would be fine, everything was back where it belonged. But why do I still feel confused, and my mind is still processing what happened earlier.

"You're just still in shock. everything will be fine," Matt said as if he knew how I felt.

Matt led me to the car and gave me a diary that looked wrinkled,

"This is your father's diary, I found it two years ago while investigating this case," Matt said

I opened and read slowly the sentences written there, unconsciously My tears wet the diary. unable to read it, I just closed the book and began to calm myself again. trying to accept and forgive all the problems that have happened. and try not to hold grudges with anyone.

I looked at Matt and gave a small smile, "Thank you bro" I said gratefully.

为什么学习中文很重要？

作者: Renita Ravellia (杨清媚)
导师: Vincentius Valiandy J, S.Kom., MTCSOL

引言

中文是中华人民共和国的官方语言，中文是世界上用于交流的第二大国际语言。据《民族志》报道，估计有 超过11.2亿人讲普通话。这门语言的飞速发展，让很多人都想学习中文。目前，很多学生都在学习中文，急需一位老师教中文。中文已经成为印尼人的必需品，除此之外，中国是对印尼合作产生重大影响的国家之一，尤其是在经济领域。根据外交部的《经济外交》，双边经济领域的合作可分为几个领域，即贸易、投资、旅游和发展（Syahara，2018）。

"学习一门外语对于印度尼西亚的经济活动和进步非常重要。其中学习的语言之一就是中文。因为目前中国的教育和技术进步被认为是非常开放的，远比美国和日本先进。"（Widya Kartika 大学校长 Murphin Josua Sembiring）。中国经济的快速发展在许多国家，

尤其是印度尼西亚受到高度赞赏和尊重。中国作为一个制造大国正在迅速发展，其产品也无处不在。各种商品上的大多数标签、标签和贴纸都表明商品是"中国制造"。（investopedia.com 页面，星期二（2020 年 8 月 12 日））。这

些发展使投资者将中国视为一个投资地区，因此汉语已成为国际第二语言。这个全球化的时代使人们认识到学习外语，包括汉语的重要性。具备汉语能力可以作为进入职场的准备。

研究分析

根据上述，我已经解释了为什么中文很重要，现在我将更深入地解释学习中文的重要性。中国是亚洲经济条件较好的国家之一。伴随着中国的动态发展，中国的经济正在加速发展，例如快速列车和不断增长的中国工业开始能够通过推出几款高规格、低价格的产品与全球市场竞争，这是中国主导全球市场的战略，可以看作是中国经济进步的证明。

因此，中国是对与印尼合作尤其是经济领域的合作产生重大影响的国家之一。根据外交部的《经济外交》，双边经济领域的合作可以分为几个领域，即贸易、投资、旅游和发展（Syahara，2018）。

中文可以成为你进入职场的敲门砖。如今，许多公司更愿意招聘中文流利的员工，因为这是在东南亚找工作的先决条件；还有欧洲、澳洲、美国等跨国公司也想在中国拓展业务。

许多本地工作需要中文专业知识。学习中文，在求职和面试方面会给你带来很好的机会。如果该职位涉及与中国客户打交道，那么增加的中文技能和对中国文化的理解会给面试官留下积极的印象。

在这种经济环境下，学习中文不仅仅以面试结束。特别是对于初出茅庐的企业家来说，中国是创业的好地方。拥有数十亿人的潜在市场，每家新公司都会找到他们的客户。了解这些客户的需求、他们的背景和他们的日常生活对于为他们量身定制产品至关重要。说中文不仅可以帮助您与供应商、生产商、分销商或其他业务联系，还可以帮助您与客户沟通。学习中文也打开了更多的大门，比如在中国教英语，或者到另一个国家工作。下面可以看到中国经济的增长。

GDP dalam US$ saat ini, 1970-2014

US$ miliar
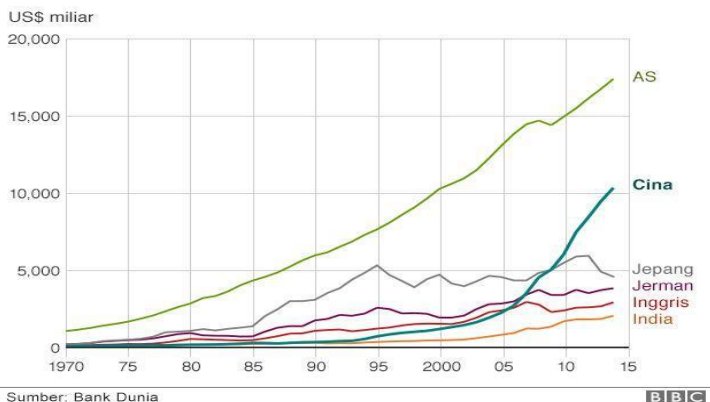
正如你所看到的，中国的经济并不逊色于美国。印尼也与中国合作，特别是在旅游方面。印尼自 1950 年与中国建立双边关系。两国关系自 1967 年 10 月起断裂，直到 1990 年重新恢复。（哈里斯，2013 年）印尼与中国之间的关系随着《战略伙伴关系宣言》的签署而达到顶峰。 2005 年 4 月 25 日在雅加达。

中国在世界游客眼中越来越受欢迎，包括印尼游客。数据显示，2012 年中国成为亚太地区访问量最大的国家，游客人数比上一年增加了 0.3%。据国家旅游局统计，2013年，2013年1月至2013年6月访华的印尼游客达28.94万人次。此外，还有许多在中国非常受欢迎的旅游景点，如长城、故宫、广州、上海等。除此之外，今天学习中文很容易，因为它很容易获得，你不需要直接去中国，现在你可以在 YouTube、TikTok 等渠道上学习。

结论

根据所获得的阅读结果，可以得出结论，学习中文非常重要，因为中文是世界上第二大国际语言，很多人都想掌握中文。另外，如果我们会说汉语，我们去国下会更易。

参考文献

An, Hua.2021." Sikap Dan Persepsi Pelajar Terhadap Pembelajaran Bahasa Mandarin Sebagai Bahasa Asing Di Universiti Teknikal."
https://myjms.mohe.gov.my/index.php/jdpd/article/view/16080

Annur, Cindy.2021."Inilah Bahasa yang Paling Banyak Dipakai di Dunia, Bagaimana Bahasa Indonesia?"
https://databoks.katadata.co.id/datapublish/2021/11/01/inilah-bahasa-yang-paling-banyak-dipakai-di-dunia-bagaimana-bahasa-indonesia

Kurniawan.2021."Mengapa Penting Belajar Bahasa Mandarin, Bahasa Konfusius"
https://www.superprof.co.id/blog/alasan-mempelajari-bahasa-mandarin/

Maria, Mintowati.2017."Pembelajaran Bahasa Mandarin Di Sekolah: Pendekatan dan Metode Alternatif" http://jurnal-apsmi.org/index.php/CM/article/view/25

Nawiyah, Puar.2020." Pengaruh Investasi China Ke Indonesia, Ekspor Indonesia-China, Dan Tenaga Kerja Terhadap Pertumbuhan Ekonomi Nasional."https://www.jurnal.poltekapp.ac.id/index.php/SNMIP/article/view/795

Samosir, Landrikus.(tidak ada tahun)."Efektivitas Belajar Bahasa Mandarin di Tengah Pandemi."Reduplikasi: Jurnal Penelitian Pendidikan Bahasa Indonesia (ung.ac.id)

Thahirah, An.2019."KERJASAMA PARIWISATA INDONESIA CHINA DAN PENGARUHNYA TERHADAP PENINGKATAN WISATAWAN CHINA KE INDONESIA"http://repository.unpas.ac.id/44975/

I Do When I am Ready

Disusun oleh: Shallomita Nathania Abadi
Dosen Pendamping: F.X. Dono Sunardi, M.A

"Why did you come here alone? Where is he?" I keep silent and try to divert the conversation.

"Ehm, bun!" I said which startled my mother, "Bunda, are you cooking fried tofu? It smells so good and makes my baby whine for food."

"Yeah, I missed your dad that much. That's why I cooked that; because I know he loves it." Mom said with a tear she tried to hide.

"Bunda, are you okay?" she wipes her tear quickly and immediately stands up.

"Said you want it. Wait a while, I take it for you. You want some sambal or petis? Eh! No sambal! It will hurt your baby." She said while she walks quickly to the kitchen.

For a while, I can breathe easily. At least I need to start stringing words together to explain my real situation. She finally returned to get fried tofu, she sat down next to me and continued to massage my feet.

While I was enjoying fried tofu—to be more precise, thinking about the best answer. But before I got the right answer, she suddenly said something that surprised me.

"Bunda know you're trying to change the topic." She said in a calm tone, unlike usual.

"Bunda realized that when you diverted my question, I knew that you weren't okay."

"Why say so?" I asked scared.

"Because you came here by yourself, that's enough to describe your current situation. If you guys are okay, I guarantee he won't let you come here alone with Banyu who's still a toddler, especially now you're pregnant and have." I'm silent.

I stood up, "I think Banyu needs me. He hasn't slept well and--"

Bunda held my hand and stop me to walk away. From her gaze, I can feel that she's insisting I sit down and tell the truth. I took a big and heavy breath. This is it; I can't hide it anymore.

"If there's a household problem never run away because it won't solve anything, but it will get bigger than before. If it possible to be fixed--"

"There's no way to fix it." My tears started to wet my cheek.

Bunda immediately hugged me and rubbed my head, "Don't say that."

The pain and bitterness in my heart are spreading and my tears are pouring out of my control. It hurts me. A lot! Whenever I realize that there's no way to fix it unless he realizes his fault. The more disappointed my heart is made.

"Everything has been done," I said softly.

"W-what do you mean?"

"We're divorced." For a while, her hands froze, and a tear fell from her eye.

* * * *

-7 years ago-

"I'm home!!!" I open my door.

"Gina! My honey boo! Yeaayyy! Finally, my daughter remembers her way home." Ayah said as he run to hug me and kiss my cheek—to be more precise, he just scrambling to hug me before bunda try to hug me and won't give a space for him to hug me. I giggles.

They were dying missing me, I can see the way they are scrambling over the night to spend more time with me. They do look like a Tom and Jerry. I chuckle and could only shake my head at their miraculous behavior. Even though I'm kinda surprised by their behavior, I could barely understand the reasons they behaved like this. They're just feeling lonely.

It's been 5 years since I graduated from university and immediately got hired in Jakarta. For those 5 years, I haven't had time to go back to my hometown, because I was overly busy—especially since I got promoted. After I got hired in Jakarta, my little sister—Martha decided to study at a university in Australia and decided to continue her life there. We just have seen each other through a video call and that's not enough for us. It hurts me when I can't take a slight of my time for them, I realize that since both of us are leaving, they were clearly feeling lonely.

Despite all their funny behavior and attention, they manage to calm my mind for a while. Honestly, I've been feeling kinda depressed lately. Why do I could feel depressed? Soon I will be promoted and soon enough, I need to prepare a lot of things and as much as possible to run everything perfectly. But work isn't the major reason for my depression, no! I am even more depressed now because Gama—my boyfriend whined to ask me to marry him.

You may think that I'm such a weirdo. What on earth? Why does she feel depressed when her boyfriend wants to bring their relationship to another level? I probably should be happy about that, and I hope I could feel happy though, but I can't! Why so? I just think that now isn't the right time for me to get married, now on I'm at the top of my career and I had financially stable. And if I get married, then what would happen with my career? I must leave the career that I have hardly built for the past 5 years. No! It's not just about my career but also my mentality and readiness. I just feel unsure and unready for everything related to household matters.

That's why I took a long break after the Eid holiday and runaway here, just to calm my mind and avoid Gama for a while. I've been told him to not be looking for me when I take my personal space, just to easier my way to get wisdom and enlightenment for all my problems. Unfortunately, my way to find a feeling of peace and enlightenment is suddenly blocked, after a week I see something unpredictable.

I'm just busy cooking for our dinner and suddenly without my knowing, Gama walks into my house with his bright smile. My jaw dropped to the floor when I saw him walk into my house. What is he doing here? I already told him that I need a space before giving my final decision. But what he does do now? He just come to my house and immediately conveyed his "holy" intentions to my parents! What on earth is he doing? I haven't decided anything yet!

My parents greet him warmly and immediately told him to take a shower so he could join us for dinner. Oh, holy Jesus, what's going on here?! I give him my deadly stare and he just responds to me with a smile, huh?!

Later night at the dining table, we're currently having dinner together and implicitly discuss his intention. Oh God, what supposed I do? I try so hard to keep his mouth out, but it's no use.

"What a wonderful dish and I think it would be so much wonder if I tell you the purpose of—" I stand up and go to leave the dining table, but my Bunda holds my hand and force me to stay. Oh, God!

I'm sighing tiredly and with half heart, I sit there while Gama smiles calmly, which makes me want to kick his butt off. Can't he just stop and look around? Is he didn't realize that what he's doing now is almost crossed the limit of my patience? But it seems he's blindly enough to see that.

How could he didn't ask for my approval and arbitrarily convey his intentions to my parents? Gama explained all his intentions with his friendly smile—the style of sales marketing, which somehow trigger me to slap his face so hard and curse him. But it's just my fantasy, I wouldn't do that cause it's freaking childish. While he's busy conveying his intentions, deep inside my heart I pray to God to save me. But God has a different answer, because a minute later after his confession, my parents warmly hug us.

Huh? What just happen? How come they agree with that? How come they don't even ask any questions or just chit-chat a bit and say *"We agree, but we'll return everything to Gina. What do you think Gina?"* Why there's no such word?! Enough!

"I'm tired and sleepy, I got to go." I release myself from my parents' arms coldly and leave them silent.

They instantly feel shocked, I guess they're clueless about this. I guess they're expecting that I'm so going so much happier than before, especially now I'm 27 years old and I can say that I'm mature enough to jump into marriage. But what I do is the exact opposite of their expectations.

I heard my parents try to calm him and reassure Gama that ASAP they will talk to me. They also say that I'm just feeling surprised(?) Huh? Surprise? No, I'm not, I'm just unready for all this stuff and I still have a dream that I want to reach. I'm locking my door and I'm plopping down on my bed, just trying to sleep so I can say that it's just a dream.

Unfortunately, after 3 days, it's still not a dream but a reality because I keep seeing Gama at my home. That's why I decided to avoid him until he gets back to Jakarta, and I did it. Even when he decided to back to Jakarta, I only see him from my balcony and that's only for a while. I'm still mad at him, luckily, he didn't try to call or chat or email me at all, cause if he does, I swear I'll curse him — wait, do I will do that? No, I don't have any energy to curse him or slap him, but at least there's a big possibility that I might block him. But at least he chooses a wise choice, by returning to Jakarta and leaving me peacefully.

I decided to leave my room to walk in the yard, but before I can leave my room then suddenly my parents are blocking my intentions. When I'm changing my clothes and getting ready to leave my room, then suddenly they're knocking on my door.

I am sighing tiredly, "Come in!"

My parents come in together, smells so fishy here. I know exactly what they're going to do—they're going to talk about Gama's intentions. Ugh! I tell them to sit on my sofa bed, while I pretend to be busy.

I am glancing at them to see what they are going to do after this and before they could speak, I start to speak first—let's say I'm making my first move first to blocking their way of their conversation,

"I know exactly what you guys want. Yeah, I know you guys are excited with Gama's intentions which is ASAP I'll get married. But I don't think I'm ready for that."

I am sighing tiredly, "I-I just don't want to give up on my career and marriage? It's a reckless and sensitive decision. Right now, I'm on the top of my career and I'm not easily giving up for that."

Bunda walking toward me and slowly pulls me to sit on my bed, she also holds my hand gently. "We know how independent you are and how hard you work that. We're admit that you can do everything by yourself and we're so proud of your achievement—especially at this age. But don't you--"

"Let me guess, you want to say, *'don't you feel tired work that hard?* 'isn't it? I've listened to that almost a thousand times." I roll my eyes.

"Hear me out." Bunda is sighing tiredly, "We already know, that you're going to say that you aren't feeling tired at all. But have you felt happy with your current life?"

Of course, I'm happy, how can I don't feel happy at all? I can buy everything that I want and spoil myself. But… sometimes I feel lonely(?) I don't know why, but sometimes I feel empty and bored. I'm a workaholic and I enjoy doing my job because work is my best escape. Even though sometimes I was trapped under pressure, I need that.

 "Till when you want to run away and hide from everything? Have you looked inside your heart?" now I'm silent and think about it.

"We know you're just run away from the inner problem, that's why you venting to work. That's why we couldn't even bear to ask you to come home, just because we missed you." His old eyes staring into my eyes.

"He's right. We already know how hard, stressful, and overthink enough you are. That's why when we heard about Gama's intention to marry you, we felt it will help you to get out of it all and start a new stage in your life. We think he is the right one for you because he is patient, understanding, mature, and important is he's serious with you."

"Can't you see that I'm still unready to get married? I don't even ready to face all the household turmoil and I don't even ready to be a mother and a wife at the same time."

Bunda holds my hand gently and looks straight into my eyes—a gesture to convince people, "Gina, indeed marriage is not a happy ending as people imagine and we all know that you already know the intricacies since you're a teenager. But even so, getting married is something extraordinary. At first, isn't that easy, but believe me, after I pregnant with you and Martha, I could tell you how happy I was."

"Besides Gin, we're old and ayah's heart is leaking a lot now. You never know God will allow you to be in this world--"

"Oh, God! Don't say that!" scold me.

"But I'm telling you the truth. The length of the age is not the father's right when God calls the father home. Whether like it or not, I should be ready to return. But I hope that before I go home to Father in Heaven, I really hope to see you and Martha married. At least until you can get a grandchild."

They got up from their place and they are walking away leaving me alone in my room—giving me some space to think. I'm sighing tiredly and trying to think about their words. They might correct, but? But I still have a dream. But this is my chance to make my parents feel happy, especially my Ayah's illness was enough to make my heart restless and

distract my mental stability. Am I being too selfish? Am I not filial to my parents?

<p style="text-align:center">* * * * *</p>

It's been seven years since that convo—the conversation when my parents asked me to think about Gama's wedding proposal and now, we've been married for six years. For six years we were married and blessed with one son, Banyu. Banyu is quite sweetening my marriage life and strengthening me to face every problem that always comes and goes—sometimes making me feel questionable and—quite—regretting my decision to get married at that time. But I always motivated myself to fight for our marriage.

I feel everything moving so fast makes me feel unprepared, shocked, and unready to face many ups and downs. It feels like yesterday I was trapped in a long dilemma and surrounded by a lot of deliberation after agreeing to his marriage proposal and now I've been passing six years as someone's wife and giving up on my perfect career. I never imagine that my life wouldn't according to my future—I never planned to get married when I was 27 years old because I want to get married when I was 30 years old. But life always has unpredictable consequences and reality, even so, it hurt and was shocking, but I have to enjoy it.

I already know that I'm starting this marriage feeling unready and unsure, that's sometimes scared me—feelings about ruining everything. But luckily, I could still carry out my responsibilities and obligations as a wife and mom quite well—I guess. But I could say that marriage isn't that bad, but I couldn't say that marriage is the top of my happiness—like my Bunda and relatives said on my wedding day—how could they call marriage a top of happiness when there are a lot of obstacles and challenges? If it means having a lovely husband and kids who loves you sincerely and deeply, maybe I would sincerely admit that. But if you mean the rest of marriage stuff, I'm not sure about that. But I like their optimism about

their happiness, that's motivating me to believe that everything would be fine. I hope this not only hope but reality have the opposite one.

During our three years of marriage, my mother-in-law—who's a widow—was moved into our house, because she felt lonely and scared to live alone in her house, especially now on, Mbak Tika—Gama's older sister, has moving to Jayapura along with her husband. At first, I don't mind at all, because she's such a lovely woman who always treated me well and was considerate. That's why I didn't mind at all when Gama asked for my approval, but I guess, I'm just too naïve to realize how my decisions brought my household to the edge of happiness.

I ignored the warning of the universe, whereas the night before her arrival, the universe had given me a strange dream. In my dream, I was holding Banyu in my arms and Gama sitting next to me, what a lovely family picture. But then there's an elder woman who came and set next to him and broke my lovely family. Why so? Because she always trying to get Gama's attention and even this odd woman doesn't allow him to turn his face to us. What a heartless and poisonous witch!

At first, I still got no clue, but I don't even forget about that dream. I even couldn't stop myself from thinking about the identity of that witch, he can have an affair? But all I know is Gama won't do that, he's totally loyal and dying in love with me. Then who'd that woman? I feel I couldn't find the right answer to my dream and even though conditions at home are still normal and lovely as usual.

I almost give up on finding this woman, but the universe are stand up on my side. After five months she lived with us, heaven finally open its ace card which open my eyes to recognize her attitude is similar to the woman in my dream. The way she tries to distract his attention from us and keep him by herself is totally the same as the way that woman does. I can't believe what I found.

I never thought my lovely mother-in-law suddenly turn out to become a thorn in my household and flesh. I was always careless with all her behaviors; called Gama whenever he comes home after work, either called him to take her plate to dishes or just fix her TV channel. She didn't even let my husband see me first—no, she didn't even let him see or play with our son first. Whenever I tried to call him to talk or anything else, she'll also call him with all of her unlogic. The worst part is she claimed that she had trouble hearing, but whenever we had an argument, how and why did she come out from her room and sit at the dining table, as if watching us fight. What on earth is she doing?!

She really doesn't want to lose to me or even Banyu—her grandson though. There is a lot of her strange and unexpected behavior which sometimes she even pitted us for a trivial reason that she made big and chaotic. For example—it might sound dramatic, but this is really happening—when I didn't have time to cook because I was busy taking care of Banyu who had a high fever and at the same time Bi Lasem was returning to her hometown. So, there are no side dishes on the dinner table, and can you guess what happens next?

"*Innocently*," she told Mbak Tike that I "*abandoned*" her when she asked about her conditions, she said, "I'm good and I don't even think about other things that might hurt me. All I think is what I'm going to eat tomorrow."

Like dude?! What do you mean, huh?! Why did she make me look like never cooked until she need to think about what she should eat tomorrow, then what's the point of us hiring Bi Lasem? Why didn't she think before saying? Didn't she know that her words made Gama and Mbak Tika think that I abandoned her? How could she be so blind to see a side dish on the dinner table that I cook every day?

She really makes everything more chaotic and messier when my Ayah passed away and I had to go back just to comfort and saw my Ayah for the last time. She's totally gotten my nerves. The way she tried to gain attention make

me sick of it. She doesn't even care if here I'm grieving, and my husband just tried to comfort me. How come she is such a selfish being? What she thought was all attention should be on her, because she was old enough and needed to be pitied.

So far, I could tolerate her disgusting and pathetic behaviors. But a couple weeks before, I decided to leave my lovely home and return to my parents' house. She really crosses the line, because she is doing something which exceeds the limits of my patience and tolerance.

It's been almost a week since Banyu had a fever and vomited, every time I tried to feed him food. Is it false that I put all my attention on him? Especially he becomes fussy and sticks to me like glue. I've tried various kinds of medicines and herbal concoctions that are suggested by people around us, but still don't work. I'm really dizzy even for the past few days I rarely eat, because I'm busy taking care of Banyu. Feeling pity suddenly Bi Lasem come and tapped me on the shoulder.

"Nyonya, let me keep in eyes on Banyu. Nyonya, just went down to eat. You haven't eaten from morning to evening. You have to remember that you're pregnant." Said Bi Lasem calmly.

I warmly say thank you to her and tiredly walk to the dining room. When I got to the dining room, what I found next left me speechless—my mother-in-law is eating the side dish that my mother sent for me and left nothing for me to eat. I can't say anything else and I just sighed harshly while stroking my chest, "*be patient Gina*!". Is better for me to go back to Banyu's room before my patience is running out. Before I went to go back to Banyu's room, she innocently smiled and said that my mother's cooking was delicious. Ugh! Shameless!

Bi Lasem feeling surprised to see me come back quickly, "Nyonya, why are you eating so fast?"

I pull up a chair near Banyu's bed and told Bi Lasem what the queen mother does in the dining room earlier. Bi Lasem knows how pissed off I'm. That's why she tried to calm me down and decided to cook me some anchovy fried rice for me. I smile emotionally seeing the way Bi Lasem treats us— she's so concerned about me and my kids' health more than my mother-in-law.

A minute later, Bi Lasem came up and tell me to eat, while she keep looking after Banyu for me. I'm walking downstairs to eat. I'd just eat a few mouthfuls of my fried rice and have a video call with my mother, then suddenly Bi Lasem hurrying come down and tell me something that makes my heart skip a beat.

I immediately called an ambulance also called Gama to follow us to the hospital nearby. Praise God, the ambulance is moving so fast and after we are arriving at the hospital, the nurses hurrying put Banyu in the emergency room. I couldn't stop crying when the doctor said that Banyu had been infected by typhus, and it was almost too late to get treatment. My heart is skipping a beat, how could I become so careless?! I hit myself many times until Bi Lasem hold my hand so I wouldn't keep hitting my face. She is trying to be calming me down because she didn't want me to get stressed. After all, it could harm the baby in my womb.

I am dissolving in Bi Lasem's arms and spilling the mixed feelings that were in my heart. How can I be such a careless mother?! I can't stop blaming myself, but I need to hold my feeling, cause I won't hurt the baby in my womb.

It's been late at night and Gama hasn't come here yet. Even though I tried to call him many times, he said he would go home first to get some kinds of stuff. But the thing that distracted me, was why he hasn't come yet? It's really strange. I know we live in Semarang, where most of the places are congested, but during that time? In fact, it only takes 30 minutes from our house to the hospital. But it's been more than 5 hours and he hasn't come yet.

I'm trying to call him to inquire about his whereabouts, but really regret calling him and asking where he does, because this really pissing me off. How could she tell him to cook her some food and "buy" stomachache medicine for her, while his son is dying? What outrageous. I'm furious but all I can do just keep everything by myself.

During the week Banyu was hospitalized, I really give them my legendary silent treatment, because what they did were beyond my limits. You guys might think that I'm exaggerating, but am I wrong to be angry when my mother-in-law asks to be prioritized over my son who is lying in the hospital bed? I don't think so! I can't tolerate this anymore.

Once again, the things like this happen again, and I swear I will not stay silent. And it happens again. Today Banyu is allowed to come home from the hospital. We are over the moon and Banyu has been fussy about how he misses sleeping in his room and eating Bi Lasem's cooking. I told Gama to pick us up and he agree to pick us up. But after an hour he hasn't come yet. Where is he? I decide to call him a few times, but he didn't pick up the call. I give up calling him and saw Banyu was sleeping in Bi Lasem's arms, which trigger me to order a taxi online.

What on earth this happening? My son just recovered, and he makes us wait for unreasoning things?! I've already got an instinct and that really happens. I am feeling surprised to see Gama's car is still parked in the yard and when I walk into my home, I saw my mother-in-law did the same thing as she does a week ago.

Enough is enough! I tell Bi Lasem to order an online taxi and wait with Banyu in the yard while packing up our stuff. I immediately run-up to my room, Banyu's, and Bi Lasem's room and immediately packed all our things. I can't continue this household anymore! After I finish packing up our things, I immediately walk out of the house, but Gama held my hand.

"What on earth are you doing Gina? Where you wanna go?"

I smile irritated at him while throwing his hands away, "I want to go to Bunda's home and stay there for the unpredictable moment. Btw, why do you care? Go on, go take care of your mom." Gama says what I mean and says that what I did is unreasonable things.

I look at him with a smirk on my lips, "Did I ever forbid you to love your mom? No! I don't! I let you love her, but it doesn't mean you don't know your priorities! It's been enough for me to be the third person in our relationship, just because you're busy prioritizing your mom over us and--"

"Why do you say that? I always you first and she loves y--"

"Love? Love?! What can make you believe that your mother care for us?! Not us! I mean Banyu. If she does love Banyu, why she never asked Banyu's condition during his illness yesterday? Is she asked about that? No! She's too busy to mind her own business. If those actions mean love, I refuse to believe in love."

Gama trying to refute and cover up every mistake his mom made, the point is that his mother is always right, kind, and perfect. I'm sick of this! I can't take this anymore, so I am lifting up our suitcase—I ask Bi Lasem to help me up and walk away from away, but before I cross the door, I look into his eyes and tell him something that I won't say before.

"Salute for your mom. She could make you blindly in love with her and it's clear enough for me to know you, who's your priority and you implicitly said that is your mom. And now on, it's better to live with your mom and we'll be out of this home." I take a deep breath.

"I don't want to say this, but I have to. I don't want to be with a man who's married but doesn't know his priorities at all." With that, I left my imperfect household which we worked together to rebuild and fix it. But it doesn't work at all.

This is a moment I realized my mistake and I understood now that getting married isn't about quickly — when your partner proposes to you, and you have to accept that A.S.A.P because you think the opportunity won't come twice. Please never do that! Cause married is about precise — know your spouse and their family first, so you will know what kinda man you're married to and what kinda family you're into. It's okay if you have to lose them, just because you still need time to get to know them and their family or maybe you want to reach your dream — but don't forget the time and age. Then you experience what I'm going through now.

Writing Ourselves
An Anthology of Academic
and Creative Writings

In today's digital world, writing skill is at a unique crossroads. On the one hand, writing is something that remains important, continues to be relevant, and even essential in the future. It is valid to say that there is no great culture and civilization in this world that is not built on writing and the ability to write. People who write and produce writings will be able to record important events and great achievements to be inherited and passed on by the next generation. Only the culture that inherited the writings was able to survive and grow.

On the other hands, not too many people, especially in Indonesia, have the will and ability to write. Especially nowadays. Many say that the current generation is a generation that gets bored easily, has a short attention span, has difficulty in focusing, is keen to find instant solutions, and always in needs of constant healing. This is, of course, an exaggeration and cannot be true in its entirety, because many of today's generation are still creative. It's just that they are creative and active in the digital and audio-visual world, not in the conventional writing world.

However, conventional writing is still very important in any age. Writing does not only require broad and deep knowledge, the ability to do research, the ability to find ideas and develop them, but also the willingness to be alone. Writing is not a 'fun' glamorous job, in the limelight, cherished by people, admired by others. Writing is an individual work. Writers have to endure being alone, sitting for hours racking up ideas, searching or doing research, synthesizing pieces of data, triangulating, and so on. Because of the difficulty or because of the hard work involved in writing, not everyone wants to be a writer. But yes, just like any other job is not for everyone, so is writing. Writing is not for everyone.

And yet, writing is the "only" way so that we can be known and noticed by people intellectually and creatively. So, it is appropriate that students are encouraged to write. The scientific articles and creative writings collected in this anthology are the result of the ideas, and the persistent will of the authors. This, of course, is commendable and can be something the authors are proud of. The articles and writings compiled in this anthology come from the thoughts and ideas of students about their lives on campus, both intellectually and creatively.

Michelle, Angela, and Deodatus wrote critical articles about an Indonesian law that prohibits the dubbing of imported films. According to them, this does not make sense. How is dubbing considered to be damaging to the nation's culture? They found no direct connection between the two. Jason writes about how we can improve our English Speaking Skills. The key word, according to Jason, is dare to try. Audrey writes about the effectiveness of English subtitles to improve English language skills. Darmaning highlighted the issue of the school literacy movement in improving students' vocabulary skills. Astina tries to see which is more effective for learning between e-books and printed books. Meanwhile, Nabilla's article discusses the social environment in language learning.

Creative writings in the form of short stories which are enjoyable can also be read from this anthology. The short stories also raise themes that are not far from the lives of today's generation. There are ideas that are important and critical toward the previous generations' old values. These writings voice the concern and sensitivity of students, who then write them down creatively. As a start, these short stories alone deserves appreciation, regardless of how much literary content in them.