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Daftar Isi

LANGUAGE AND HUMOR IN
THE BIG BANG THEORY: TEXTUAL ANALYSIS

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Abstrak

Penelitian ini menguraikan gaya bahasa dan humor dalam TV series Amerika berjudul The Big Bang Theory. Tindakan ini bertujuan untuk menganalisis bagaimana peran serta kecenderungan gaya bahasa dalam dialog membangun cerita sehingga mampu menghipnotis banyak penonton. Melalui permasalahan tersebut penelitian sederhana ini menyajikan analisa dari sudut pandang analisis tekstual mengenai bagaimana kemampuan suatu karya memposisikan dirinya dalam suatu arena fiksi populer, serta bagaimana karya tersebut baik secara sadar maupun tak sadar membentuk siapa saja yang menikmati karya tersebut.

Kata kunci: Gaya bahasa, Humor, Populer, The Big Bang Theory.

Abstract

This research describes the style of language and humor in the American TV series entitled The Big Bang Theory. This action aims to analyze how the role and tendency of language style in dialogue builds a story so that it can hypnotize many viewers. Through these problems, this simple research presents an analysis from the point of view of textual analysis on how the ability of a work to position itself in an arena of popular fiction, and how the work, consciously or unconsciously, shapes anyone who enjoys the work.

Keywords: Language style, Humor, Popular, The Big Bang Theory.

1. INTRODUCTION

The phenomenon of popular culture that is increasingly growing cannot be denied that its development is one of the consequences of modern technology which always creates practical mechanisms in life. This modernity takes part in the world of literature where people today are very familiar with various popular fiction products that can be easily accessed anywhere. In addition, modern technology has also led to the advancement of publishing, capitalism that causes literature to be considered as a commodity, and the encouragement of materialism that always attaches importance to the tastes of many readers.

Modernity has offered popular culture which is always associated with economic motives. Everything that is popular is always mass-produced and then distributed to various forms of market in order to reach various levels of society. With the main goal of attracting as many people as possible, popular works do not care about quality as long as people still like these popular works,

which will be marked by indicators of sales success (Adi, 2011, p. 12). The community is pampered with works that are planned and conditioned to meet the tastes of the community itself. When consuming popular works, people are not required to have various interpretations. As long as a work is entertaining and easy to understand, it is classified as a popular work.

The push for the production of popular works encourages the creativity of producers to continuously develop variants of popular culture, including films and tv series. Nowadays it is not difficult to enjoy a film adapted from a popular novel or even adapted from a noble novel. It is not surprising that film as a form of contemporary literature is far more popular than the novel which is the source of adaptation (Bodgan & Knopliken, 1982). However, basically the production of a film is not supposed to be based on a novel, but to develop it as widely and freely as possible. From the point of view of the film world, literary works become the radar to create new works that are presented through more attractive media. The existence of films in the midst of society is a complement to the aspects of life that are difficult to separate from people's daily lives. Film is an inseparable part of literature as a work of art with all the idealistic sides and all the economic sides of the producers.

The TV series has also got a fairly wide space in the community. However, the distribution pattern is different for each region. In Indonesia, we will find a TV series with a number of episodes reaching one thousand, which is not surprising because it is in accordance with the trend of popular literature which always meets the tastes of the people, so in this case the producers of TV series in Indonesia have achieved extraordinary success. Not only from the appreciation of public acceptance, but also from creating extraordinary commercial benefits. But in America, the pattern of showing a TV series is only once a week and in one *season* the maximum number of episodes is twenty-four episodes. In the world of American television, a TV series is said to be popular if it is able to win various *awards* and is also able to penetrate dozens of *seasons* . One of the genres that is still gaining a place in society today is the comedy genre, a genre that contains humorous things and always invites laughter. One of the comedy tv series that is currently popular in America is *The Big Bang Theory.*

The Big Bang Theory is a science fiction-themed sitcom series produced by Chuck Lorre and Bill Prady and executive producer Steven Molaro. First aired on CBS television station on September 27, 2007. The setting of this sitcom is Pasadena, California with five main characters: Two roommates who are very genius both work at the California Institute of Technology; Leonard Hofstadter as an experimental physicist and his colleague a theoretical physicist Sheldon Cooper. Their apartment neighbor, Penny, is a blonde waitress at a restaurant who is obsessed with becoming an actress. Howard Wolowitz, a man who always fails to socialize, an aerospace engineer, and Rajesh Koothrapali an Indian astrophysicist (*The Big Bang Theory About*, 2021).

The four friends with extraordinary genius antique personalities discover a new world that is very foreign since their meeting with Penny. The meeting brought them into normal human social life in general such as partying,

celebrating birthdays, enjoying American reality shows that they had never done before. The hilarious scene of the strangeness and naivety of the four nerds in this series is the main theme in which each episode is always packed with a different look. The convention presented in this tv series is a phenomenon of the nerd community which is always considered strange, *rejected,* and the tendency of those who close their social interactions to be limited to certain communities. On the other hand, at the same time, inventions or breakthroughs are presented which lead to the audience's acceptance of some fresh inventions, especially how the clashes of nerd life with normal human life are presented in a very comical and entertaining way.

The Big Bang Theory has always been at the top of American ratings since its premiere and is able to rival other comedy series. Massive audience reception for this television series took place not only in America, but also in the UK, which aired on Channel 4 with the number of viewers for its first episode estimated at one million people. Meanwhile, this series also occupied the top position in Canadian film ratings. The international broadcast of this science fiction comedy series has touched more than 30 countries in the world.

Besides that, the strength of the script of this series is also a pleasure to enjoy, the audience will be spoiled with the theories of physics that are packaged in such an entertaining way that it seems that physics is a very fun theory. The audience's appreciation for this series is very responsive, in August 2009 this sitcom won TCA's best comedy series and after that many awards were won by this sitcom. In addition, this series also won various other nominations such as Ewwy Awards, Primetime Emmy Awards, <u>TCA Awards</u> , <u>Satellite Awards</u> , <u>American Film Institute</u> , <u>2nd Ewwy Awards</u> , People's Choice Awards, Primetime Emmy Awards, Golden Globe Awards.

The interesting facts above are interesting to study, apart from the big themes that tend to go against the existing mainstream, the language style used in the dialogue is the main fictional element considering the genre of this series is comedy. The element of humor offered in this series is not just an illustration of the setting or characterization of each character, but how clever and comical dialogue becomes the main commodity which according to the researcher plays a big role in the process of building a successful story (Rahmanadji, 2007).

2. METHODS

2.1. Language Style

Literature, especially fiction is said to be the world in words. This is because the world is created, built, offered, abstracted, and at the same time interpreted through words, through language. Whatever the author will say or otherwise interpret by the reader inevitably has to do with language (Nurgiantoro, 1977, p. 3). Language, which is the main medium in literature, becomes the pivot point in

the mediation arena of the author's creativity to the literary connoisseur. Meanwhile, according to Russian formalists, literary language is a language that has the characteristics of deautomation, a deviation from the way of speech that has been automatic, routine, ordinary and natural. The deviated linguistic elements themselves can vary, for example, deviations in meaning, lexical, structure, dialect and others.

Considering that there are many elements that make up a literary work, this study, will be analyzed only on literary means. This is done because literary means have relevance to the object to be studied. The story tool is a technique used to select and arrange the details of the story (events and events) into a meaningful pattern. The purpose of using story means is to enable readers to see facts as they are seen by the author, to interpret the meaning of facts as interpreted by the author, and to feel the experience as felt by the author. Literary tools can be interpreted as a method (the author) of selecting and compiling the details of the story in order to achieve meaningful patterns (Stanton, 2007). For this reason, it is seen that it is important and then it is necessary to do research on literary facilities. This method of literary means aims so that the reader can see the facts of the story conveyed by the author.

In this simple analysis, the language element that is the focus of the researcher's research is the comic language style of the American tv series *The Big Bang Theory.* Analyzing a film certainly cannot be separated from the analysis of the language style in the dialogue of the story. However, the analysis of a film cannot be done if it is only seen in terms of language style. It is necessary to analyze other factors such as atmosphere and sound. Language style, atmosphere and sound are important elements that form the unity of the production of a film or TV series. When analyzing language style, the analysis does not stop at the analysis of verbal dialogue, but all language styles that are able to support the characterization of a character. Both what is said and how to pronounce it are also very important in forming a theme.

Fresh creativity is needed in making a film script to be able to represent the desired atmosphere. By choosing the right language style, it will be able to direct the audience to estimate what they want by the screenwriter. To facilitate the transmission process of what is desired, it is necessary to pay attention to the diction and style of language used, where the use of language that is light and easy to understand really supports the audience to more easily enjoy a film as a whole.

The use of appropriate and interesting language style will be able to attract the attention of the audience. Through language style, filmmakers can express innovative things that can attract the attention and pleasure of the audience (Adi, 2011: 68). The popular works (film) industry is required to bring a different freshness between films. Freshness will be present if a film brings creative innovation that suits the tastes of the audience, but is too creative to forget the existing conventions is also not good because it causes the film to not get the audience's attention because it is difficult to understand.

The writer uses some steps in doing the research. The process consist of three steps; collecting data, analyzing data and presenting the data. Firstly the data were collected by doing library research, the data consist of main data only from the object of

the research. The main data consist of the dialogue, narrative and any other significant information on the series of *The Big Bang Theory*.The second step is analyzing the data. In analyzing the data from *The Big Bang Theory*, the writer firstly collect all of the data which are considered match to the analysis. Then classify the data into each group, and analyzes them by using textual analysis on humor in the series. The last step is presenting the data. Those data are described in form of words. As Robert C. Boghan dan Sari Knopliken state in *Qualitative Education: an Introduction to the Theory and Method* that: "Qualitative research is descriptive, the data are collected in the form of words or pictures rather than the numbers" (1982; 28). The written result of the research contains quotations from the data to illustrate and subsisted the presentation. The result of qualitative research is in form of words and described to convey a better understanding about the data and the result of the interpretation of the data.

2.2. Humor

Comedy which is closely related to humor seems to be a basic human need to balance life which always requires us to be serious in our attitude. Looking for happiness, joy, pleasure, joy is an essential instinct possessed by humans. There is no limit to the search for joy, so there is no definite meaning for humor. Cuteness usually arises in what is considered unnatural or common. Strange things often provoke laughter because of the assumption that they are of low value or ridiculous. Thus, the existence of humor as a means of entertainment is very important.

Humor utterances are a form of communication that is ussually shared in social interaction. It plays an important role in everyday life. According to Hu (2012), humor is mankind's greatest blessing, it can add interesting elements to the topic of communication, bring happiness and pleasant feeling to people, change a person's mood, and even construct a way to a happy life. Understanding humor in the current situations is extremely required since it could be used to release tiresome,fatigue, and stress. The main aspects of humor are to amuse people, evoke laughter and evoke a good mood which should be the primary aim of every humors situation. Since the literature is produced by all interaction happened in human life, humor is one of important tool to bring a certain value and a way to engage closer.

 The theory of humor according to Manser is divided into three groups;
The theory of superiority, that is, if the laugher is in a super position while the object being laughed at is in a lower level. Theories of imbalance, hopelessness, and bissociation. In his bissociation theory, it is stated that the thing that underlies all forms of humor is bissociation, i.e. suggesting two situations or events that are impossible to happen at once. Theories regarding the release of tension or liberation from stress. This type of humor can arise from lies and deceit that can appear in the form of sympathy and understanding, can be a symbol of releasing tension and pressure, can be in the form of lay or elite expressions and can also be serious like satire and cheap like street humor.

The three types of humor theory above have very significant differences. Starting from the context, the purpose of delivery to the driving factors for classifying these theories. The variety and complexity of this classification of humor theory proves the seriousness of humor which is usually considered nothing more than a funny thing. Meanwhile, the definition of humor itself drags experts to finally reclassify the types of humor that can always be found in social life. As a form of expression, Arwah Setiawan (1988) of humor can be divided into three types, namely;

1. Personal humor, namely the tendency to laugh at ourselves, for example when we see a tree that looks like a person is defecating.
2. Humor in society.
3. Humor in the arts or the art of humor which is still divided into three parts; behavioral humor such as humorous pantomime, literary humor and graphic humor.

Meanwhile, in terms of axiology, humor can function to convey all desires and all goals of ideas or messages, make people aware that they are not always right, teach others to see an issue from various points of view, humor can entertain, launch thoughts, make the others tolerate things, and help others understand complex issues. Besides some of the functions of humor that have been mentioned, there are still some functions of humor that have long been known to the wider community, namely humor plays a role in the process of wisdom which makes people able to focus their attention for a long time because of a sense of comfort, and even tends to be fun so that a sense of wanting to follow arises. humor to the end. From the explanation in the previous paragraph, it is clearly illustrated the positive value of humor. However, to create a good humor, you must keep in mind the situation and conditions. In this case, humor as a means of social communication is expected to be understood and accepted by various individuals.

2.3. The Scope of the Research

In relation to language style, this theory of humor is considered very fitting. Given that one of the media to convey a humor is a word game. The analysis of language style in popular literature using the scalpel of humor theory is considered very fitting to analyze the tv series *The Big Bang Theory,* which is a science-fiction comedy-tv series. Through this simple *textual analysis* approach , it is hoped that it will be able to answer questions;

1. How do the language style and *setting* or atmosphere in the tv series *The Big Bang Theory* build a unified whole humorous theme?
2. What styles of humor are dominant in the tv series *The Big Bang Theory?*

Through the two questions above, it is hoped that this simple research will be able to present an analysis from the point of view of textual analysis regarding how the ability of a work to position itself in an arena of popular fiction, and how the work, consciously or unconsciously, shapes anyone who enjoys the work.

3. RESULTS AND DISCUSSION

The Big Bang Theory tells the story of a major collision between the lives of geeks and the lives of ordinary people, which is represented by a meeting between two physicists , a space engineer , and an astronomer with a beautiful and sexy girl. The unique encounters and friendships between the five cause unnatural occurrences and invite laughter. Leonard and Sheldon are two physicists who work in a university laboratory. Along with two other co-workers, Howard and Raj, the four of them live and have fun in their own world *(nerds)* . Hunt for comics, costume parties, play games, watch *Star Trek* , speak *Klingon* and other *geeky- nerdy* activities. All run on a scheduled and regular basis. All those activity as *geeky* that little by little began to bother because the presence of Penny, a neighbor across the hall apartment Leonard and Sheldon are very pretty and sexy.

As a comedy that elevates the world of *nerds*, *The Big Bang Theory* is deemed to have succeeded in representing the world of *nerds,* which everyone knows is quite small and static: there and there. Sheldon and Leonard's main room, as the main setting of this comedy, really succeeded in making non-geeks to recognize life outside of them which in fact invites laughter. In addition, the image of the atmosphere of a group of *nerds* in this tv series is considered very representative of the lives of people like them. In this case, the physical atmosphere which is also an important element in building a *nerdy* and *geeky* atmosphere is very successful in supporting the delivery of the main theme that the producer wants to create.

Picture 1
When all the common people party while enjoying the beautiful fireworks on New Year's Eve, the *geeks* in *The Big Bang Theory* series are no less engrossed in their own world.

From the picture above, it can be seen how careful the producer is in the process of characterizing each character. Raj Koothrapalli (orange costume) looks very hysterical in the costume of one of his favorite comic characters, *Aquaman.* Meanwhile, Howard was seen laughing out loud in his favorite Batman costume. Leonard (green costume) was laughing in his *Green-*

lantern costume , a fictional comic book character complete with a ring and a green lantern in his hand. Finally, Sheldon in a red *Flash* costume who is a fictional comic character with super-fast powers.

Picture 2

Comic Book Store is a fixed setting that is almost always present in every episode of *The Big Bang Theory.* The role of this setting reinforces the feel of a *geek* who is considered to really love the world of fiction, especially American superhero fiction.

Leonard is the closest to normal of the four geeks in this story. Leonard more or less still knows how to socialize, tolerate and so on. Leonard was born into an intelligent family. His mother who was so rigid and dominant made Leonard a submissive and forgiving person. This is what makes Leonard the only human who can survive with Sheldon Cooper. Meanwhile Sheldon is the most unique and most attention-grabbing figure in this series. Sheldon is a *self centered* genius . All things must be done according to his wishes, according to his schedule, and according to his mind. No one can argue with Sheldon, because if he has an argument Sheldon will issue scientific facts at length to prove his argument. Lots of details and always invites laughter from the audience which is conveyed through the character of Sheldon. As his favorite sitting position, schedule of play, wash, and *take-ou t* her so tightly bound, the habits knocked on the door three times, and so on. All of Sheldon's strange habits he can explain logically with interesting scientific facts.

Picture 3
One of the selections of details that is very simple but gives a
very *geek* impression for anyone who watches this series. The picture above is
the atmosphere of the Sheldon bathroom where the bathtub is covered with a
curtain of the periodic table of elements.

Howard is a space engineer, which is an engineer who makes equipment for space purposes. The biggest project that Howard is working on is the space toilet, which is a toilet that will be used by astronauts in space. Outside of his job , Howard was a tacky seventies-style man who still lived with his mother. Howard always had various ways to attract women, but always failed. The last geek in this series is Raj, an astronomer from India who always talks out loud without control. Uniquely this Raj, he can not speak in front of women in a conscious state. If there were women around him, Raj would automatically fall silent and be unable to say a word. The way to outsmart Raj's disorder is to get him drunk. When drunk, Raj becomes a charming man who can attract many women. The last character is Penny, the layman. Penny is seor ang beautiful and sexy girl yan g has the ability IQ female *blonde* lower yet very good at when socializing . Penny works as a waitress and dreams of becoming an actress. Penny is a character who is tasked with connecting these four geeks with social life in the real world. Overall, the setting of *The Big Bang Theory* succeeded in supporting the characterization of each character. Not only does it support characterization, but the theme of this tv series is also emphasized through choosing the right setting.

In addition to a very representative setting, *The Big Bang Theory* series brings a very innovative freshness of humor. After observing this series from the initial season to season 5, the researchers found three dominant language styles found in *The Big Bang Theory.* The three language styles are hyperbole and sarcasm. While presenting hyperbole and sarcastic fashion, the jokes in the dialogue are packaged using scientific terms and are very *up to date* among the general public . One of the humorous conversations that occurred in the early episodes of season one for example, when three friends Leonard, Howard, and Raj were discussing how Sheldon breeds. Sheldon who can not socialize at all and has no interest in women (because for him the theory of physics is a million times more important than building a relationship with a woman) , it is strongly suspected that they will reproduce by mitosis, dividing themselves. There is a hyperbolic feel that contains an element of humor in the scene, the conditions

in which Raj, Leonard and Howard both know the fact that Sheldon's lack of interest in women is even more exaggerated with mythical expressions. The mythical diction used seems to emphasize and at the same time exaggerate the impossibility of Sheldon's liking for women.

One of the *scenes* in episode 14 season 3, Sheldon is messing around with a theory that keeps him awake all night until he forgets everything, when they have breakfast together in the office cafeteria Sheldon still looks busy solving theories that still confuse him. While Leonard and Howard cursed at him, Sheldon still didn't care;

Howard : "How long has he been stuck?"
Leonard : " Intellectually about 30 hours. Emotionally about 29 years "
(Both chuckles)
Howard : "Have you trying rebooting him?"
Leonard : "No, I think it's a firmware problem"

The second dialogue stated by Leonard is very hyperbolic in tone. The sentence greatly exaggerates the condition of Sheldon who loves theoretical physics more than his personal life as a man. Leonard and Howard consider Sheldon's miraculous behavior as a joke and also with Leonard likening this strange attraction only makes Sheldon suffer as long as he lives on earth.

The following dialogue is still using hyperbole language style in episode 16 season 4;

Howard : "There. There must be a thousand of dollars here,
Why don't you put it in a bank?"
Sheldon : "I don't trust banks, I believe when the robots rise up,
ATM's will lead the charge"

Sheldon's level of uniqueness in his imagination of the presence of a phase where the world will be controlled by robots makes him reluctant to use ATM services. The reason is that if he keeps his money in the bank the money will not be able to return to his hands. A very excessive imagination, where ordinary people are all fully aware that there is no living being in this universe other than humans. But this does not apply to a Sheldon.

The style of sarcasm is also not uncommon in every episode. When Sheldon and Penny come to Stan Lee's house, Sheldon's favorite comic book writer makes Stan Lee angry that their arrival is neither very disturbing nor very unexpected considering when this incident took place at night;

Penny   : "Are you Stan Lee?"
Stan Lee   : "Oh damn"
Penny   : "Hi, I'm Penny and this is my friend Sheldon. Sheldon
                 here is a huge fan of you, he supposed to meet you at the
                 comic book store yesterday but he kinda end up in jail"
Stan Lee   : "I see, and you'd just come over to my house
                 uninvited? You know, you fan boy is unbelieveable. Do

you think you can just ring my door bell anytime you
want? I mean, why don't you just come on in and watch the
Lakers game with me?

Sheldon   : "Well, I'm not much of a sports fan, but thanks"
(enters Stan Lee's house)

Sheldon, who was unable to read the situation of Stan Lee's anger and was very disturbed by their presence, was unable to read the tone of anger in Stan Lee's previous statement.

On one occasion Sheldon asked Penny, "Do you know why I am here?" Penny spontaneously answered, "I always figured it was to study us, to discover our weakness and report back to your allien overlords". After asking and hearing Penny's answer, Sheldon did not immediately understand the true meaning of Penny's sarcastic answer. Sheldon's inability to read the sarcasm of his interlocutor is due to his personality who always rationalizes all the things he is facing and the things that are in his mind. Stan Lee's anger as well as Penny's sarcastic response was only seen by Sheldon as an ordinary response and a sincere invitation to watch the Lakers basketball club game. This invites laughter from anyone who witnessed these scenes because they are considered funny and ridiculous. Sheldon as a geek who is not able to socialize like humans in general invites laughter to those who witness.

Events that are similar to the scene above are very often found in the series *The Big Bang Theory.* The tendency that causes the inability to read the context of sarcasm is masterminded by the same thing, namely the strangeness of the geeks in this series socializing with ordinary people. Always and always invites laughter because the ability to read sarcastic tones for the general public is only an easy matter because they are used to socializing with many people. But in the life of a geek, it becomes very difficult to do, because they have a weakness in analyzing figurative meanings. This lack of geek triggers the nuances of humor and cuteness because they are considered inferior, different from usual and strange at the same time.

4. CONCLUSIONS

The Big Bang Theory attracts 14 million viewers every week. The series is also successful airing in more than 30 countries. This is quite surprising considering that cultural differences do not become a barrier in enjoying this one tv series. Thick with *geek* culture complete with all the American superhero comic characters who are actually known by the wider community to bridge the community outside America to join together in the comic harmonization of *The Big Bang Theory.* Theoretically it may be beneficial for future research in investigating humor used in society with other social factors. Practically, it may be useful for people to learn about the proper way in using nerdy humor to different

setting with different participants. *The Big Bang Theory* is well packaged with hyperbolic and sarcastic language style, atmosphere and diction but consistently contains elements of humor that are ridiculous, fascinating, strange, synonymous with humor and ultimately stimulate the audience to laugh.

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Teaching and Learning Using Whatsapp: English Teachers' Perception Title

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Abstract

Social media has become part of the lives of Indonesian teenagers today. Referring to a survey conducted by the Indonesian Internet Network Organizing Association (APJII) in 2017, young people dominate the internet users in Indonesia to adults with a percentage of 75.50 % in the age range of 13-18 years, and teachers must deal with this fact. The researchers were interested in using teenagers' addiction to these gadgets to support the learning process. In this study, researchers used descriptive qualitative methods and took English teachers in Banjarmasin as research. The research was conducted by holding social media training, focusing on WhatsApp to learn English. Next, the researchers asked the subjects to use WhatsApp in the teaching and learning process. Next, researchers distributed questionnaires to figure out the perception of teachers. As a result, it was found that: 1) WhatsApp was very useful as a learning medium, 2) Students were motivated to follow the learning process because they used something they like, 3) WhatsApp can also promote more interaction between students.

Keywords: Whatsapp, English learning, perception

1. INTRODUCTION

Social media has become part of the lives of Indonesian teenagers today. According to a survey by the Indonesian Internet Network Organizing Association (APJII) in 2017, internet users in Indonesia are dominated by young people to adults with a percentage of 75.50 % in the age range of 13 18 years. In 2017, the total of internet users had reached 143.26 million. It increased compared to the year before, namely in 2016, which was recorded at 132.7 million. The data results from a survey conducted by the Indonesian Internet Service Providers Association (APJII) [1]. APJII Secretary General Henri Kasyfi Soemartono explained that internet users in 2017 included 54.68 percent of Indonesia's whole population, 262 million users. Referring to gender, the internet user composition in Indonesia is 51.43 percent for males and 48.57 percent for females. As many as 16.68 percent of the users aged 13-18 years, and 49.52 percent aged 19-34 years. Whereas the internet users percentage aged, 35-54 years was about 29.55 percent. Internet users aged 54 years and above was about 4.24 percent. The internet users who graduated from junior high school or equivalent was about 48.53 percent, and elementary school graduates, or equivalent, was about 25.10 percent.

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[1] https://apjii.or.id/survei

Primarily, the internet is used to chat. Daily Social Survey[2] conducts surveys related to the most widely used applications in 2017. Some survey findings include:

1. 97.24% of survey respondents stated that they used WhatsApp, and 61.81% said that WhatsApp is the instant messaging application they use most often.
2. The four mobile instant messaging applications used by the respondents were WhatsApp (97.24%), LINE (88.49%), BBM (85.82%), and FB Messenger (77.26%)
3. Only 0.76% of respondents said they relied on Telegram for instant messaging
4. The number of respondents who separate chat apps based on communication (for jobs, for families) amounted to 40.19%, only slightly less than those who did not separate (59.81%).
5. Quite a several respondents (90.48%) agree that we need a chat application created explicitly by and managed by an Indonesian company.

In Indonesia, WhatsApp is the most popular application[3]. In August 2016, several domestic digital and advertising company associations officially partnered with comScore research company to create an Online Audience Measurement Standard. comScore is expected to provide data on the number of visitors from each site and mobile application in Indonesia, like Nielsen's rating for television media. On March 29, 2017, comScore also presented their first report. The report was taken based on January 2017 data.

Top 10 Apps from Mobile Devices in Indonesia
January 2017
Total Indonesia – Age 18+, Mobile App only
Source: comScore Mobile Metrix

Rank	App	Total Mobile	
		Total Unique Visitors (000)	% Reach
	Total Internet: Total Audience (Mobile App only)	46,130	100.0
1	Google Play	44,292	96.0
2	WhatsApp Messenger	35,799	77.6
3	YouTube	35,627	77.2
4	BBM	34,748	75.3
5	Google Search	30,442	66.0
6	Gmail	28,584	62.0
7	Line	27,613	59.9
8	Instagram	23,876	51.8
9	Facebook	22,268	48.3
10	Google Maps	20,865	45.2

Graph 1 Top 10 Apps from Mobile Devices in Indonesia

Because the internet, especially chat applications like WhatsApp, has become a part of children's lives and adolescents in Indonesia, efforts are necessary to increase awareness, knowledge, and skills to use the internet safely. This study suggests that parents and teachers supervise and assist their children in digital activities and engage in them, and teachers have to

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[2] DailySocial Instant Messaging Survey 2017
[3] https://id.techinasia.com/comscore-whatsapp-adalah-aplikasi-terpopuler-di-indonesia

deal with this fact well. Based on this problem, the researchers were interested in using teenagers' addiction to these gadgets to support the learning process.

This research was different from other research in the same field since The other research concerns more with the applications that can be used in the EFL classes. In contrast, researchers focused on the teachers' perception of WhatsApp, which will be the note for the researchers as lecturers for sharing teaching tools with teachers and teachers as the teaching reflection in the EFL classroom.

Blended Learning

Currently, one of the most widely used learning is blended learning. Blended learning is the educational approach that compiles online educational material and online interaction with traditional classroom methods of traditional place-based. It calls for the bodily presence of each instructor and student, with a few features of student management over time, place, direction, or pace. (Mims-Word, 2016)(Friesen, 2012)(Knewton, n.d.)(Staker & Horn, 2012) While scholars still join "brick-and-mortar" colleges with the instructor exists, direct lecture room performances are mixed with computer-mediated pursuits concerning content material and start. (Strauss, 2012) mixed discovering is additionally used in professional advancement and education settings. (Lothridge, 2013)

combined researching is exceptionally context-dependent. Hence, commonplace attention of it is hard to come by.(Moskal, Patsy; Dziuban, Charles; Hartman, 2012) a few signs that a lack of consensus on a hard definition of combined studying led to problems in analysis on its effectiveness. (Oliver M, 2005) though, a 2015 meta-analysis which traditionally looked back at a finished evaluation of evidence-based historic replica round combined researching, found cohesions in giving a definition that combined researching was thought of a mixture of traditional the direct modes of teaching with online modes of studying, drawing on technology-mediated teaching, where all members in the researching system are parted by the distance a few of the time." (Siemens, G., Gašević, D., & Dawson, 2015) This document additionally discovered that all of these evidence-based experiences determined that the student fulfillment was more advantageous in mixed discovering studies when in contrast to both fully online or fully offline getting to know understandings. (Siemens, G., Gašević, D., & Dawson, 2015) mixed discovering is each piece used in the same as customized education" (Bray, 2012) and distinguished teaching. (Dale, 2014)

Combined instruction is reportedly more effective than only direct or simply online categories. combined researching methods can additionally result in high degrees of student fulfillment more operative than direct learning. (Saritepeci, 2015) Using a mixture of electronic instruction and one-on-one face time, scholars can work on their own with new ideas that accessible lecturers up to flow into and individual agreement scholars who may need personalized attention. "Rather than gambling to the lowest average denominator – as they would in a traditional lecture room – academics can now modernize their teaching to assist all scholars to grasp their full talents. Proponents of the mixed discovering claim that integrating the "asynchronous Internet verbal exchange era into better education classes serves to "facilitate a simultaneous impartial and collaborative researching experience." (Garrison, D. R.; Kanuka, 2004)

This combination is a big contributor to student self-importance and achievement in such lessons. The use of promoting and communique applied sciences has been found to progress student defiance toward education. (Alexander, 2010) By incorporating counsel generation into class initiatives, communique among teachers and part-time scholars has greater, and scholars were able to compare better their knowledge, of course, dresser in no way the use of "computer-based qualitative and quantitative evaluation modules." (Alexander, S. & McKenzie, 1998)

Combined researching additionally has the knowledge to minimize academic chicken, though a few dispute that mixed researching is inherently less expensive than traditional schoolroom learning. (Conference overseas, 2016) combined getting to know can lesser charges by putting lecture rooms in the online area, and it well-nigh substitutes costly textbooks with digital units that scholars often deliver themselves to class. E-textbooks that can be retrieved digitally might additionally assist in pressuring down textbook finances. Supporters of mixed research cite the opportunity for information assortment and modification of teaching and evaluation as two significant advantages of this approach. (Harel Caperton, 2012) combined discovering comprises utility that mechanically collects student information and measures tutorial machine, offering lecturers, scholars, and fogeys especially scholars information. Often, checks are mechanically scored, offering instances comments.

Student logins and work times were additionally examined to make sure responsibility. colleges with mixed researching courses may additionally select to reallocate components to raise student fulfillment outcomes. (Jacob, 2011) scholars with particular abducted or pursuits out of the available curricula use tutorial era to develop their abilities or surpass score restrictions. (Ingfei Chen, 2014) Combined studying makes it possible for customized education, changing the model where an instructor stands in entrance of the schoolroom, and everybody is expected to stay at the same pace. Combined researching permits scholars to effort at their step, making sure they comprehend entirely new ideas earlier than moving on." A schoolroom atmosphere that contains mixed studying calls for newcomers to show more independence, self-regulation, and freedom to succeed. If academics are glad about a form of primary program direction earlier than presenting combined studying suggestions, it can better arrange scholars to think assured circumnavigating the alternative accessories and a better experience of independence. (Mims-Word, 2016) a few online establishments attach scholars with teachers in no way web convention generation to form an email correspondence schoolroom. These and many others copy many of the applied sciences that have promoted online classes at the college level. A few benefits of combined getting to know, especially at a Kindergarten to grade 12 level of education, can be discovered under the typical concept of the academic era. It is additionally one of the most effective ways for customized discovering at scale. Mixed discovery helps the criteria use as a means to accomplish quality and affluence of use. It contains dissimilar types of criteria: interoperability criteria like the SIF requirement from A4L or the discovering gear Interoperability requirement from IMS international Consortium or tutorial criteria comparable to state criteria and average middle State criteria, that inspire the combination of generation into a diversity of subjects.

A studying control scheme, or confederation of methods, enables progress a better think for an online group where negotiations can be seized to assist students. (Heinze, 2005) This computer-generated discovering ambiance enables-attach professors with scholars deprived of

bodily being present; therefore, making this a 'virtual cafe.' Numerous colleges use this online instrument for online categories, classwork, question & reply boards, and other school-related work. Some studies mixed getting to know yielded practical consequences from the online group (Bradford, Porciello, Balkon, and Backus, 2007). Such effects were in contrast and confirmed similar effects from the Alcoholics nameless and Weight Watchers. (Heinze, 2005)

The benefits of combined research are established on the excellence of the courses being applied. A few alerts of excellent mixed studying courses are "facilitating student studying, speaking concepts comfortably, demonstrating an interest in discovering, organizing comfortably, appearing to appreciate for scholars, and assessing development fairly." (Hartman, J.; Moskal, P. & Dziuban, 2005).

Synchronous Learning

Based on its implementation, combined discovering can be classified as Synchronous and Asynchronous discovering. In this paper, the researcher centered on Synchronous getting to know. Synchronous getting to know refers to a researching event in which a group of scholars is engaged in research at the same time. Earlier than discovering generation permitted for synchronous researching surroundings, utmost online educations were over asynchronous discovering methods. Because synchronous equipment that can be implemented for education turns out to be obtainable, many americans are turning to them to assist cut the demanding situations related to the transactional distance that glad in online education. A few case experiences found that scholars can develop a neighborhood experience over online synchronous communique systems. (Nicholson, 2002)(Oztok, M., Zingaro, D., Brett, C., & Hewitt, 2013)(Schwier, R. A., & Balbar, 2002)(Hrastinski, 2006)

While many online tutorial courses began out in place and with the creation of online conferencing equipment, individuals can be told at the moment in various places. For instance, quick messaging or live chat, online seminars, and video conferences enable scholars and lecturers to cooperate and be told directly.

A talk is an instance of synchronous getting to know each other in an unpretentious atmosphere since they are together. An alternative instance of the synchronous researching event will include scholars looking at a reside natural web world of a lecture, whereas concurrently include in a dialogue. Synchronous studying can be smoothed by inviting scholars and teachers to participate in a class, not an online conference tool. The reproduction can be designed to develop and boost instructor-student and student-student relations, which can be a problem in detachment getting to know courses. (Orr, 2010)

2. RESEARCH METHODS

In this study, researchers used descriptive qualitative methods and took English teachers in Banjarmasin as research. The teachers were from states and private learning institutions like schools, colleges, and courses. The research was conducted by holding social media sharing, focused on WhatsApp, as a medium for learning English. The medium was used as exercise and

games. Next, the researchers asked the subjects to use WhatsApp in the teaching and learning process. Next, researchers distributed questionnaires to figure out the perception of teachers. Finally, the research findings were described in the following section.

3. FINDING AND DISCUSSION

Learning Activity Variation

There are many variations of activities using the WhatsApp application that can be implemented in the classroom, but we focused on using WhatsApp in training and games in this study. Here are two screenshots of chat in-class learning activities.
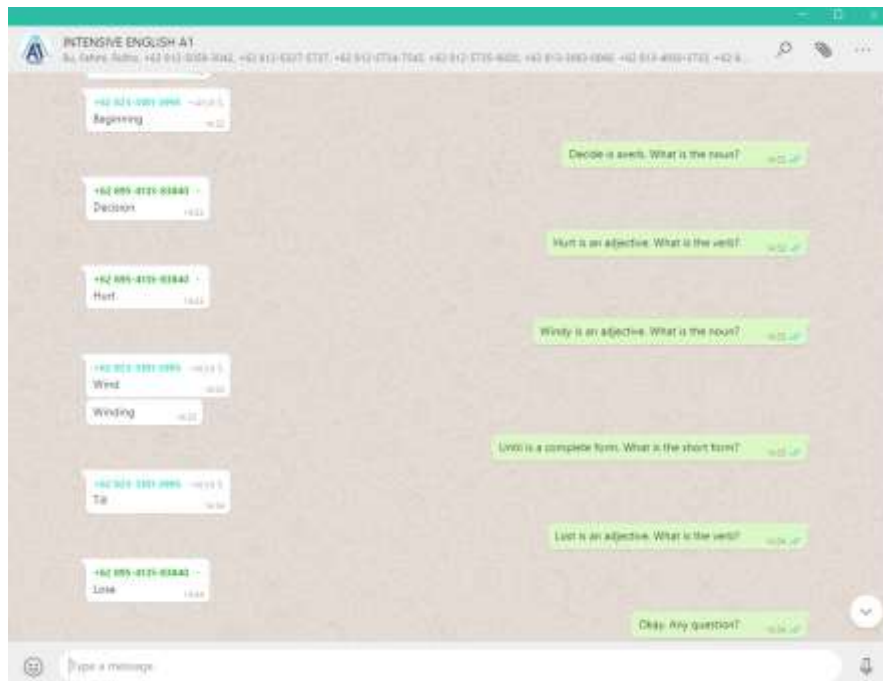
Image 1 Screenshot WhatsApp for game

The three activities that can be done using WhatsApp are as follows.
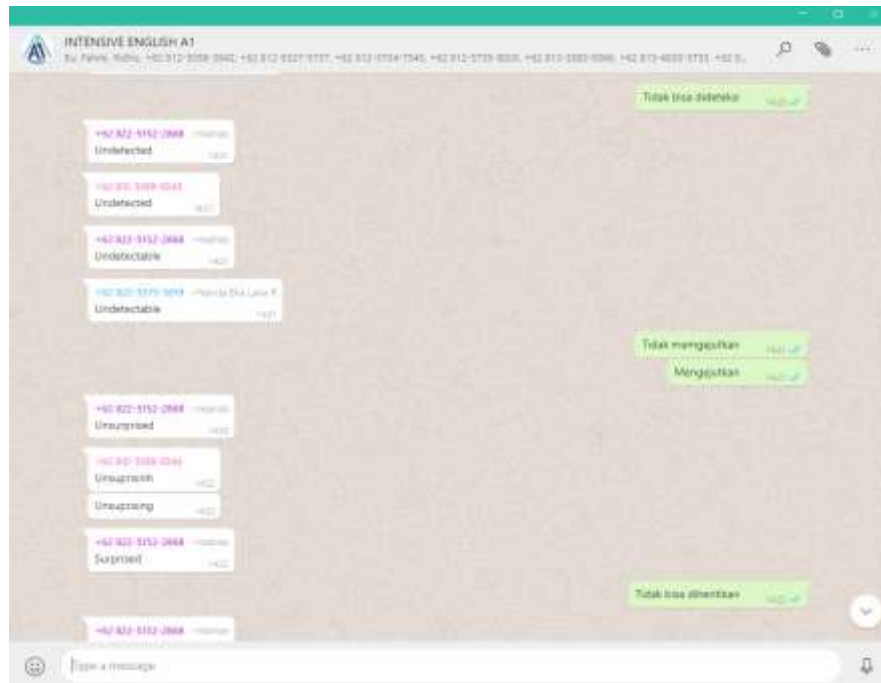
a. English word formation
    activities that involve the formation of words can be done in the form of a WhatsApp group. Students are grouped into groups with a maximum of 4 students. Each group is only allowed to use one cellphone. After the grouping is complete, the teacher types a word and sends it to the chat group. Each group will type their answers. The group that will get the score is the group that can answer the fastest. For example, the teacher types "entertain," so students will answer "entertainment," entertaining," or" entertains." All words are new words made based on the words provided by the teacher. In addition to providing words, the teacher can also provide affixation only. Students will make a word based on the affixation given by the teacher.

b. English Sentence Structure
    For structure, many activities can be done. Some of them are sentence completion. Like the previous activity, the teacher should group students so that cooperation is still built. The teacher makes incomplete sentences, and students will be asked to complete the sentence. For example, the teacher says, "I love the rain because ..." the student will continue the sentence so that it becomes complete and the meaning is perfect. Another variation is that the teacher will provide conjunction, and the student will make a sentence containing the conjunction.

c. English Expressions
    Another activity that can be done is to practice remembering expressions for speaking class. In this case, the teacher will type expressions that students in groups must answer. For example, the teacher typed, "What should I call you?" Then students will answer by typing, "You can call me Jack."

Teacher's Perception

After sharing and implementing the variation of the activities mentioned above, the researcher asked for perceptions from the English teachers. Their perception is as follows.

1) WhatsApp is beneficial as a learning medium.
   Often students are reluctant to learn because of insufficient sources of learning. Adequate learning resources must support the curriculum related to self-development and career development. Reliable printed books, audio, video, exciting teaching media, so students are not saturated with the delivery of monotonous material. The more diverse and complete the resources available in the class, the greater the tendency of students to love learning.

   Using WhatsApp is practical to learn English and develop the students' language skills. They are using exercise or games using WhatsApp; they are required to discuss, think, and decide on the answer at the same time. The discussion helps them to collaborate well since they can share their ideas. In addition, they helped them to learn from their colleagues' mistakes and helped them develop their writing skills. It is because they can learn only from their English teacher, but also from their friends. Not all students can understand the same way — some of the things that are just like them.

   In addition, there are. Generally, each individual will feel proud if they have something more than others. Call it more innovative, more successful, better, and much more. Vice versa, people will feel sad if they are under someone else. For example, more stupid, lazy, always fail, and others. Well, from here, every person has the instinct to compete. Learning activities that involve games as a competition can provoke pride in students, so they will be eager to learn to compete with other students.
2) Students were motivated to follow the learning process because they used something they like.
   As stated in the background, most students like spending their time on social media. One of the social media is WhatsApp. The purpose of teaching and learning activities in the classroom is to master students' competencies or learning objectives. The teacher's task is to manage to learn (from planning, implementation to assessment). It is intended so that students can achieve learning goals to the fullest. However, there are times when teachers cannot realize the achievement of these noble goals because of the shared passion of students to learn. The impact is certainly not good, of which students cannot master the competencies or objectives of the lesson. When a teacher uses something they like as a medium in the teaching and learning process, they fill the lesson enthusiastically. Learning by using media can make students happy.

   Furthermore, in the end, students can capture the material. Learning media can also facilitate goals to understand and remember information or messages contained in the WhatsApp game. Teaching and learning activities also tend to be more interesting, and students will be addicted to the learning model applied by the teacher.
3) The use of WhatsApp can promote more interaction between students.

Student-to-student interaction is a must-have part of any course hostile. In lecture room surroundings, this interplay occurs as scholars hear each other's feedback, ask each other questions, and construct rapport through frequent contact. Crew can additionally foster student-to-student interplay in an online surrounding; however, it may require constructing formal and casual interplay alternatives in the course design. Designing for a high level of student-to-student interplay online is so important that college accrediting teams of workers, like the center States fee on more advantageous education, require proof of it in the online course and program design. The interaction between students in learning makes students have a high level of socialization; solidarity between students becomes good. With socialization, students will also learn a lot related to social skills or social skills, such as politeness and respect for others. The use of the WhatsApp group in learning activities can make students interact in the classroom. It is because they have to discuss to be able to answer the questions given by the teacher. In this case, in addition to combining answers, they will also learn to divide tasks and responsibilities to answer correctly and correctly. According to the teachers, the use of WhatsApp is beneficial in triggering these interactions. However, they stated that this activity still requires supervision from the teacher because it is possible for students to use their cellphone to do other things such as streaming or chatting that have nothing to do with the English game.

4. CONCLUSION

Based on the finding and discussion above, it can be concluded that:

1) WhatsApp was beneficial as a learning medium,
2) Students were motivated to follow the learning process because they used something they like,
3) the use of WhatsApp can also promote more interaction between students.
4) Teacher's supervision on the classroom activity involving WhatsApp is still required to make sure the activity runs smoothly.

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A Critical Discourse Analysis
of Gender Disparity in *Taskmaster*

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ABSTRACT

British comedy panel show is the television comedy genre that is known for spontaneous banters and humor. Despite the popularity, the shows in this genre are often criticized as "male-dominated" and heavily gender-biased. As one of the most popular comedy panel shows, Taskmaster also shows the same problems, despite having more women in the future series. Therefore, the study analyses the gender disparity as showed in Taskmaster through the perspective of Critical Discourse Analysis (CDA). The study uses a qualitative approach, focusing on CDA. Moreover, the data was taken from the Series 2 of Taskmaster using open coding technique and analyzed with Fairclough's Critical Discourse Analysis framework. The results show that throughout the series, the only woman panelist is often being underestimated and interrupted by men, confirming gender disparity in Taskmaster. She is also constantly being objectified while defending her attempts, as this occurrence increases throughout the episodes. Interestingly, some of the men panelists and presenters try to diminish the male-dominated nature by helping in weighing sexist-sounding tasks or decisions. This also confirmed existing opinions that men often hold more power in comedy panel shows than women.

Key words: Critical discourse analysis, Taskmaster, comedy panel show, gender disparity.

1. INTRODUCTION

British panel show is one of the kinds of television comedy genre that will never be the same outside of the United Kingdom. This genre is known for the panelists, often dominated by comedians, who throw banters on the selected topic of discussion. Panel show is also often synonymously compared to quiz show and game show due to its light-hearted atmosphere (Brock, 2021). Its distinctive way of serving humor through spontaneity and improvisation creates a different way of seeing comedy on television.

However, British comedy panel shows are often criticized as "male-dominated" and heavily gender-biased. This is because male comedians often compete with each other, letting the female comedians do not have the same chance

to participate in the panel show fully and, most of the time, not trying to win the conversation (Khan, 2009; Martin, 2008). The statements align with the theory of "all-purpose male oppressor," where men tend to interrupt and dominate conversations with women (Frazer et al., 1997). The critiques on the male-dominated nature in British comedy panel shows have been addressed toward several panel shows, including *Mock the Week, Big Fat Quiz of the Year,* and *8 Out of 10 Cats* (Khan, 2009; Lawson & Lutzky, 2016; Martin, 2008; Weber, 2017)*.* Although there are many male-dominated comedy panel shows, some of the shows have done some steps in reducing this problem. One of the shows on this list is *Taskmaster*.

Taskmaster (2015-present)*,* devised by Alex Horne, is a British comedy panel show that combines comedians' attempts in doing eccentric tasks and their arguments in defending their attempts. In recent years, the show has shown more diversity, including adding more women and People of Color (POC) among the panelists. As the show creator, Horne also stated that this attempt would readdress the gender and cultural background imbalance on the show (Bernhardt, 2021). Despite their progressive step, *Taskmaster* was the same as other panel shows in its early years: it was heavily dominated by men. In Series 1 until 3, the show only has one woman in each panel of the series. Since there is only one woman in each panel, the show often unconsciously did unfair biases toward women, whether in the tasks or during the studio conversation.

Considering the imbalance that previously happened in the early series of *Taskmaster*, it is necessary to delve more into the nature of gender disparity in panel shows. One of the ways to examine the issue is through Fairclough's concept of Critical Discourse Analysis (CDA). Fairclough (2010) stated that discourse can be analyzed through transdisciplinary analysis, using a comprehensive examination of a text and addressing the existing social problems discursively. The nature of this approach makes it possible to analyze the existing social issues in British panel shows, specifically gender disparity and male domination (Lawson & Lutzky, 2016). Although British panel shows is a fascinating topic to be analyzed considering the uniqueness

among other comedy TV show genres, the subject is still lacking existing research in the critical discourse analysis' area.

This paper would like to analyze the gender-based problems as shown in *Taskmaster* through Fairclough's CDA principles. The CDA will be used to look closely at the panelists' and presenters' behaviors and statements related to gender disparity. Using CDA in this study will also reveal how gender disparity problems, mainly women's inferiority, sexism, and gender bias, impact the nature of the show.

1.1. Critical Discourse Analysis

Critical Discourse Analysis (CDA) is an approach that sees language as a form of social practice and a form of discourse that focuses on relational, dialectical, and transdisciplinary aspects (Fairclough, 2010; Janks, 1997). In the CDA context, the special practice is seen as a layered process between communications and abstract concepts, including languages, discourses, and genres. Fairclough (2010) stated several aspects of CDA. First, it contains a transdisciplinary analysis that relates discourse with other elements in the social process. Second, it includes a comprehensive systematic analysis of texts, whether it is in written, oral, or visual form. Finally, it addresses the social problems in discursive aspects and suggests options in handling the problem.

Janks (1997) interprets Fairclough's dimension in handling the CDA model: it has the object of analysis, it has a process in which the object is produced or received, and it also has a socio-cultural history, which becomes the background of the discourse. To conduct CDA, the analyzed object should pass three steps of analysis, which consist of text analysis (description), processing analysis (interpretation), and social analysis (explanation regarding social theory). This approach will enable researchers to focus on important discursive aspects, including specific linguistic selections, juxtaposition, and the historical determination of the selected object.

1.2. Gender Disparity in Comedy Panel Show

There are not many studies discussing gender disparity in comedy panel shows, but two studies stand out in discussing how gender plays a major role in the television genre (Lawson & Lutzky, 2016; Weber, 2017). Lawson and Lutzky (2016) discuss how gender plays a role in another comedy panel show, *Mock the Week*. They found that females contribute less than male panelists through a sociolinguistic perspective, as males tend to interrupt most frequently. Their findings support previous news coverage on the issue, in which men often dominated panel shows, resulting in women being cut out in the panel shows' editing room (Khan, 2009; Moody, 2019; The Week, 2018).

Weber (2017) took a different turn in discussing the gender disparity issue. In Weber's study, the focus is stirred into how gender imbalance in comedy panel shows stems from the masculinity domination in British comedy and culture. Through the discourse analysis perspective in opinions expressed about panel shows, it is found that most British producers and media personalities ignore the male dominance in panel shows. To support the statement, Weber also analyses the interactions in *8 Out of 10 Cats*, which proves that comedy panel show often favors "heterosexual masculine identities," creating a larger masculine space in comedy panel show (Weber, 2017, p. ii).

1.3. *Taskmaster*

As previously mentioned in the Introduction, Taskmaster is a British comedy panel show that combines five comedians' attempts in a series of fiendish yet creative "tasks" and their studio banters. In the studio recording, the selected comedians defend their attempts in front of the Taskmaster himself, Greg Davies, and Alex Horne as the "Taskmaster's Assistant."

From the gender perspective, the show has always has women in the panel since it premiered on 28 July 2015. However, there is a gap between the numbers of men and women on the show. This can be seen from one female contestant in each panel throughout Series 1-3 (Roisin Conaty in Series 1, Katherine Ryan in Series 2, and

Sara Pascoe in Series 3). Further evidence on the gender disparity in the number of contestants was also provided by Ash and Lowe (2020), in which there is 38.8% of women's appearance on the show, compared to 69.2% of men's appearance, ignoring the regular presenters. Although the data is outdated since it only calculates women's appearances throughout Series 1-7, the data still shows the actual gender disparity until the latest series in 2021. Among 60 contestants that appeared on the show, only 38.3% or 23 women contestants have participated. This is a low number compared to the 37 men who have appeared on the show. As previously mentioned in the Introduction, the gender disparity in the numbers of women panelists is readdressed in the further series of *Taskmaster.*

Although there is a gap in the number of women contestants, the women contestants still shine across the show. In total, five women won the overall series. Their victories in the respective series show that despite competing with men and defending their attempts in front of both male presenters, they can still prove their competence and comedic skills, regardless of their gender.

2. METHODS

The problems will be analyzed in a qualitative approach study, in which the result and the analysis will be presented in the form of reasoning and description (Given, 2008). Critical discourse analysis (CDA) will also be used in this study to analyze the result, following the steps of analysis as proposed by Fairclough (2010) and Janks (1997).

The data for this study is taken from 5 episodes in Series 2 of *Taskmaster*. All episodes are lasted for around 40-45 minutes. There are several reasons behind the decision to choose this series. To begin with, the series is the second series that only has one woman in the entire panel. The series also has fewer episodes than other series (5 episodes), making the data easier to analyze for the study's purposes. Moreover, another significant reason for this decision is because Katherine Ryan, the only woman contestant in this series, was the first woman to win *Taskmaster.* Her victory in this series eventually paved the way for other women contestants to win

their respective series, proving that this series has a significant role for women contestants in *Taskmaster*.

The data will be gathered using the open coding technique. Open coding is a data-gathering technique that classifies ideas for further interpretation (Given, 2008). This technique is important concerning CDA since it will help in locating underlying themes on the subjects. This technique is also used to measure the number of occurrences, mainly in interpersonal communication. Several themes to be looked at are stated as the following:

1. The number of times and the content of females lead the conversation.
2. The number of times female being interrupted by the male.
3. The number of times and the content of females being objectified, ignored or underestimated by the male.
4. The duration of interpersonal communication is based on the previous criteria.

3. RESULTS & DISCUSSION

Before analyzing the show with CDA, all episodes in Series 2 of Taskmaster are measured based on the open coding technique and criteria in the Methods. After analyzing 225 minutes of materials, the result is shown in the following table.

Table I. *Six measures to determine gender disparity*

Taskmaster: Series 2	Women's inferiority and gender bias						Sexism
	Men leading conversation	Women leading conversation	Men underestimate women's opinion	Women interrupting men	Men interrupting women	Women being ignored by men	Women being sexualized/ objectified by men
"Fear of Failure" Ep. 1	8	3	2	1	2	3	0
"Pork Is a Sausage" Ep. 2	10	3	2	0	1	0	1
"A Pistachio Éclair" Ep. 3	12	3	2	0	2	0	1
"Welcome to Rico Face" Ep. 4	10	2	6	0	2	0	3

"There's Strength in Arches" Ep. 5	10	4	6	2	4	1	3
TOTAL	50	15	8	3	9	4	9

The result shows that among 98 occurrences measured, it is found that 33 occurrences display gender disparity in Series 2 of *Taskmaster*. The spread of occurrences including "men leading conversation" (51%) "women's opinion are underestimated by men" (8.1%), "women interrupting men" (3%), "men interrupting women" (9.1%), "women being ignored by men" (4%), and "women being sexualized or objectified by men" (9.1%). Despite many forms of gender disparity, the only women in the panelists of Series 2, Katherine Ryan, still have 14 chances (15.3%) in leading the conversation.

As the number shows, one of the highest gender disparity occurrences in the Series 2 of *Taskmaster* is how men led most of the conversation of the show. The result is not surprising considering that both main hosts of the show are men, and it is quite normal to have male hosts in British panel shows. However, the comparison between men and women is highly unbalanced, especially considering that Series 2 only have one woman as the panelist. This leads to men having more competitive and wanting to dominate each other in existing conversation, leading women not given chance to lead the conversation as well (Lawson & Lutzky, 2016). The imbalance eventually creates more disparity, as women are not having the same chance to participate in most comedic banters that were happening on the show.

The second-highest gender disparity occurrence is women being underestimated based on her statements by the men. This category is tied within whether women were interrupted by men or not. The problem is illustrated by one of the conversations between Katherine Ryan, as the only woman panelist, Greg Davies as the presenter, and Jon Richardson and Richard Osman as two of four men panelists. In the context of the conversation, the four of them discussed their attempts to make a stop-motion film with a potato. In the conversation below, they

discussed Katherine's attempt to represent women through "female potato James Bond."

> **Jon**: I did wonder about the narrative of the potato who for no reason gets trod on by a high heel. What was that about?
>
> **Greg**: James Bond films are often characterized by a preposterous ending.
>
> **Richard**: Yeah, but that just didn't make any sense. There was no narrative arc whatsoever.
>
> **Katherine**: [*cutting in]* A feminist arc. I will be the first female potato James Bond.
>
> **Richard**: The feminist "ark" is, of course, what Noah's wife... [*audience erupted laugh]* That's what she built.
>
> **Katherine**: [*on serious tone*] Bond should die with all the sexual harassment he does.
>
> **Richard**: I don't disagree with that. But it's just not in the... Not in the spirit of the film.

<div align="center">

"The Strengths in the Arches" in *Taskmaster* (Horne & Devonshire, 2016)*.*

</div>

With her short film, Katherine suggested her feminist view on female "James Bond," considering how she emphasized the phrase "feminist arc" in her statement. However, Richard joked about her "feminist arc" view, condescending her view, and compared it to Noah's wife in the Bible. Katherine was not pleased with his reply, as Katherine replied, "Bond should die" without even laughing. The whole conversation suggested that Katherine wanted her voice to be heard, as she was the only woman in the panel. This pushed her to deliver her feminist view while defending her task attempts. Regardless, the men panelists ridiculed her statements as they were biased by her gender.

The same occasion also happened in the same episode when Katherine mentioned that she had education in urban city planning but could not create a bridge only with rubber in one task. During this scene, the men were seemingly disappointed in her, and one of them, Doc Brown, said, "You know where you lost

that task, Katherine? You lost it in that moment where you said, "People aren't ready for how smart I am." While the statement was considered harmless in this context, Doc actually mocked Katherine's intelligence with her educational background. The statement implied that Katherine, despite being an educated woman, cannot do simple things, unlike men. Interestingly, when other men panelists (Doc Brown and Jon Richardson) did the same task with Katherine, no one questioned or debated their attempts.

Taskmaster also displayed several occurrences of women being sexualized or objectified (27.2%), whether by the men panelists or the presenters. The occurrences mainly exist in the comments from the men when Katherine expresses her opinions regarding her tasks' attempts. An illustration of this issue can be seen in the fourth episode, in which the panelists must conceal a pineapple in their bodies. Katherine later commented about her attempt:

> **Katherine**: [*about the task*] I don't even think I could do a courgette. I want to clear that up.
> **Joe**: I'll be honest with you, there is a page on that in my book. [*audience laughed*]
>
> "Welcome to Rico Face" in *Taskmaster* (Horne & Devonshire, 2016)

As preserving context, previously, Joe Wilkinson, another panelist, brought a pornographic book as his prize task. Later on, in the episode, Katherine said that she could not "do a courgette," meaning that she cannot conceal a courgette. As a response, Joe replied, "I'll be honest with you, there is a page on that in my book.", giving a sign that Katherine might do something sexual with the courgette and it possibly exists in the pornographic book. This erupted laughter from the audience, suggesting that most audiences accepted the sexist joke from Joe. Katherine, however, tried to ignore Joe's sexist comment by trying to laugh along with it. Katherine's ignoration was not a sign of her defeat toward the sexism, but to show her resistance toward the problem.

What made it even more interesting is that Katherine's strategy in challenging the gender disparity on the show is not only by getting along with the gender-biased comments or jokes but also by questioning sexist statements or decisions. An illustration best to describe her defense toward the disparity was shown when Katherine and other men panelists receive a final task, in which they must: "Put on a pair of food-handling gloves. Eat a whole banana. Correctly put on a tie and clap as many times as possible. All tasks must be completed within 100 seconds." As much as the task sounds ridiculous and in line with *Taskmaster*'s comedic choice, Katherine questioned the statement in which all contestants must "correctly put on a tie." The following is the complete transcript.

Greg: I sense an objection coming from Katherine.

Katherine: What the fuck?

Alex: Thank you. Great reading.

Katherine: [*running around Alex]* No, I didn't listen to the last bit because this is an example of the type of top-down misogyny that keeps people like me losing!

Alex: I don't know how to react to that.

Katherine: Shut up!

Greg: You don't know how to put a tie on? Is that it?

Katherine: No! Let's all put on a tampon, and then we'll see... [*audience applause and cheering*]

Jon: I'll put your tie on if you'll eat my banana! [*audience laugh]* I'm married now, so that's where it ends.

<div align="right">"The Strengths in the Arches" in Taskmaster (Horne & Devonshire, 2016)</div>

Through the conversation, it is apparent that Katherine rejected the "misogynistic" task of asking the panelists to wear a tie properly. Tie is often identified with traditional masculine gender norms, and it is implied that Katherine was not the kind of person exposed to the clothing norm and is unable to wear a tie. Instead of keeping silent, she blatantly expressed her disapproval of the task, only to be attacked by Jon Richardson. In his last comment, he implied wanting to do her task

in exchange for sexual activity through "eating my banana," as it described his male reproduction organ. Most of the audience accepted this joke as the crowd erupted with laughter. However, this is a harmful occasion since this kind of joke creates an opportunity for men to vocalize misogynistic views to deny something criticizable (Bilig in Weber, 2017).

This interaction was intriguing because some of the men realized how harmful the sexist-sounding task and comments would be. This is shown in the continuation of the previous conversation:

Greg: Katherine might have a point. I'm just thinking if there's something...

Richard: [*cutting in*] Tell you what. I'm gonna read all the words here. I'm gonna move one comma and we'll see if we can sort this out. Put on a pair of food-handling gloves, eat a whole banana correctly. Put on a tie and clap as many times as possible.

Greg: Done! Surely!

Katherine: I just feel now that I've ruined the task.

Greg: Oh, no, no. Not at all(!)

Jon: Now we see the trouble that coin has got us into, don't we?

The Strengths in the Arches" in *Taskmaster* (Horne & Devonshire, 2016)

Through this conversation, Greg Davies, as the main figure of authority in this show, implicitly agreed with Katherine's view. He defended her arguments and made another panelist, Richard Osman, change the task. The task later turned into "eat a whole banana correctly," not "correctly put on a tie," which made everyone, regardless of their gender, able to complete the task.

Katherine's arguments and constructive suggestions from panelists and presenters eventually turn the task into a more gender-balanced way. Their conversations across the second series of Taskmaster eventually proved that the gender disparity problem could be slowly resolved through women's strategies in expressing arguments and holding onto their position in the show. However, the strategies and arguments expressed by women would not work alone without both

men and women agreeing to shift away from masculine-centered humor and the perpetuated gender disparity in it (Weber, 2017).

4. CONCLUSIONS

Regardless of being a show that already displays women in their panelists since the beginning, *Taskmaster* still cannot resist the existing male-dominated nature in the British comedy panel show. The result describes the number of disparity occurrences on the show. Then, each of the disparity elements is analyzed with Fairclough's Critical Discourse Analysis principles, which includes transdisciplinary analysis, comprehensive systematic analysis of the text, and addressing the social problems. As the discussion suggests, the gender disparity issues have been rooted in the imbalance of the existing panelists in the Series 2 of *Taskmaster.* The imbalance eventually made the men panelists treat the women differently, as they showed sexism and gender-biased views to the only female panelist in Series 2, Katherine Ryan. Despite the dispersed treatments that were often let out by the men, some of the panelists sometimes realize how important Katherine's view regarding the gender balance on the show.

Moreover, the discussion also suggests that gender disparity is not a problem that cannot be solved only by placing token women among the panelists. However, it can be solved if women have strategies in shifting the gender-based conversation. One strategy is to shift masculine-centered humor and the gender disparity that perpetuates the imbalance on the show. As in the case of the Series 2 of *Taskmaster*, Katherine Ryan has done these strategies, and even stands up to fight the gender disparity in the show. The show eventually grows into a more diverse comedy panel show in the future years, thanks to her stance.

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Analysis of learning difficulties faced by first year students of STMIK Palangkaraya in English Subject as General Course

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ABSTRACT

At the College of Informatics and Computer Management (STMIK) Palangkaraya, English course appear in the curriculum of each study programs. This course is divided into English I and English II, for both undergraduate and diploma levels. One of the goals of learning English here is so that students have the ability to speak English both verbally and in writing. The mastery level of English skill would be very beneficial for the students to comprehend their major subject; technology informatics and computers. As in the perspective of academic achievement for English courses, the students could be categorized at good level. As for the final assessment of a student, it is assessed by the level of attendance for each lecture, individual and group assignments, and test scores taken form midterm test and final test. One of the problem faced both teachers and students in teaching learning English that the lecturers have not been able to provide learning and assessment comprehensively for listening skill mastery. As the impact the students get less opportunity to practice listening skill. It is caused that the college does not yet have adequate supporting facilities such as language laboratory.

1. INTRODUCTION

In learning English, the achievements of STMIK Palangkaraya students could be seen based on the record scores of each student which were obtained from the results of learning evaluations in the form of individual and group assignments, mid-semester exams, and end-semester exams. From the results of these evaluations, it could be seen that some students have not achieved the excellent criteria in learning English. Based on previous observations at the beginning of the semester, it was found that most the students had low level of English proficiency. For example, the students found difficulties in following and understanding instructions and expressions with simple vocabularies. In the next learning stage, it was found that the problem for most of the students had weakness in mastery of the four language competencies, they are: listening, speaking, reading, and writing.

Learning is a process that aims to change a person, including the behavior, attitudes, habits, knowledge, skills, or an understanding through experiences so that they become more advanced. According to Darsono in Setya (2009, p. 22), learning is an activity that involves the individual as a whole, both physically and psychologically, to achieve the goal.

According to Rifa'i and Anni in Kurniawan (2015, p. 10), learning theory is an attempt to describe how human beings and animals learn so as to help us understand the inherently complex process of learning. There are four main categories or philosophical frameworks regarding learning theories, they are: neo behaviorism learning theory, cognitive learning theory and constructivism learning theory, humanistic learning theory.

Factors that affect learning can come from various factors. The factors that influence learning can be divided into two, they are: internal factors and external factors. Sukirin (1979, p. 64) stated that internal factors are related to student factors and external factors are related to factors outside students. Those internal factors are; 1) health conditions, 2) talent, 3) interest, 4) motivation. Dalyono (2005, p. 235) stated that motivation is an inner factor that functions to generate, underlie, and direct the act of learning. Motivation can determine in achieving goals so that the greater the motivation, the greater the learning success.

2. METHODS

The method used in this study was qualitative descriptive method in which the authors produce descriptive data in the form of written or spoken words from the people or actors observed at the time of the study. The methods that used in collecting data were observations, direct interviews, and giving questionnaire to the participants. Several data obtained from observations, interviews and written documentation.

2.1. Subject of the study

The subjects in this study were students of STMIK Palangkaraya Informatics Engineering Study Program class A and Class B for the academic year 2020/2021.

2.2. Place of the study

This study had been carried out at the College of Informatics and Computer Management (STMIK) Palangkaraya.

2.3. Data collecting method and instruments used

The basic methods used by qualitative researchers to collect data were participation in setting, direct observation, in-depth interviews, and documentation (Sugiyono, 2013, p. 309). In this study, the authors conducted direct observations, interviews with research subjects, as well as collecting documents related to research.

In the observation stage, the authors recorded various things that were found related to the research; what difficulties were encountered in learning English by the research subjects.

The interview method is a way of collecting data or information by asking a number of questions orally to research subjects to obtain answers orally as well. This method was used to collect data about the description of the object of research, especially those related to the difficulties faced by students in learning English.

Documentation is the retrieval of data obtained from certain documents that support research, including student data, data on student learning outcomes in English courses, and other relevant documents.

2.4. Technical data analysis

After all the information was collected, the writer processes and analyzes all the information obtained. In detail, data analysis was carried out through 3 (three) stages, they were;

1. Data Reduction

In the data reduction stage, the authors choose data that was relevant to the research. In this case, the author would sort out the data needed or according to the focus of the study to obtain answers to the problem formulation that was previously determined.

2. Data Presentation

All data obtained in the form of field notes, author responses and documents are arranged, sorted, grouped, coded and categorized according to data groups systematically. The presentation of the data would be in the form of a narrative or presentation.

3. Conclusion Drawing or Data Verification

Conclusions or verification of data related to the difficulty of achieving English learning by STMIK Palangkaraya students and their causal factors was carried out after the data was analyzed continuously during data collection, both in the field, in the process and after completion in the field.

2.5. Research Procedure
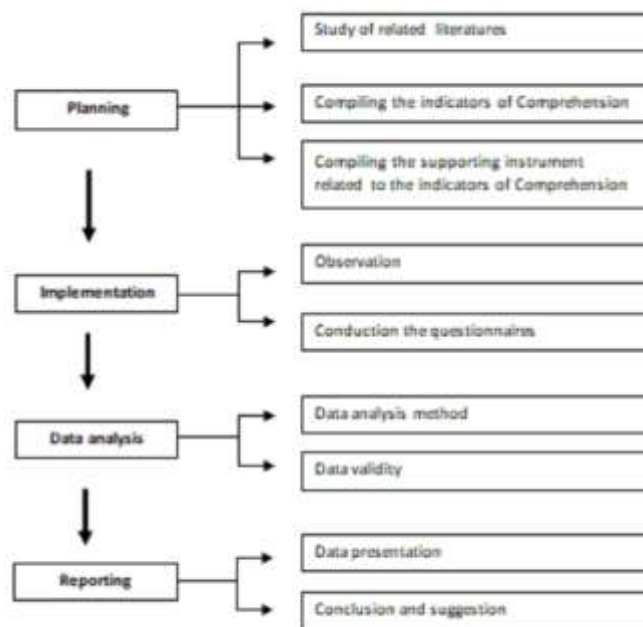
The research procedure that was implemented as followed

Figure 1. *Diagram Caption Research Flowchart.*

3. RESULTS AND DISCUSSION

Questionnaires were given to STMIK Palangkaraya students with a random sampling system. The questionnaire was made in accordance with the flow of questions so that

researchers could find out how far the learning process and students' interest in English lessons were.

The research subjects were assigned only to students, because the method used random sampling, so the researchers only took a sample of 60 students, especially students who were taking English II courses in the Department of Informatics Engineering class A and B in the even semester of the 2020/2021 academic year.

3.1. Analysis of the difficulties faced by STMIK Palangkaraya students in learning English

Academic ability is one of the factors that influence student learning outcomes. Students' academic ability is a description of their level of knowledge or ability towards a learning material that has been studied. As an illustration of a student's academic ability, it is usually photographed using grades or numbers as an index of students' achivement.

Table 1 Percentage of respondents' passing scores for English courses

Final Score	%
A	31,67%
B	63,33%
C	3,33%
D	1,67%

Based on the data above, from 60 respondents it was known that there were 31.67% of respondents whose final grades in English courses get A grade, B grade of 63.33%, while those who get C grade are 3.33%, and D grade was 1 ,67%.

Most of the respondents already have a good base of English, but still they needed to develop and got used to continue to develop their English skills. Language skills are not only the ability to master the theory, but the most important thing is the ability to communicate properly and correctly in using the language.

3.2. Student Interest in English Courses

According to Kamus Besar Bahasa Indonesia, interest is defined as a high inclination towards something; excitement; desire. Language is not only memorizing but must be practiced often. Someone who has an interest in language would tend to use it often in everyday life. As a student, his interest and desire to be able to master English would be judged by how serious he is in learning the language. The level of attendance at the time of the course and completing assignments and being active in language study club activities are indicators of a student's interest in mastering English.

Table 2 *The percentage of final grades compared to the respondent's attendance rate for English courses*

Final Score	Attendance Average
A	94,64%
B	94,17%
C	97,28%
D	71,43%

The percentage of respondents' attendance for English courses is very high, except for respondents who get a final grade of D, which is only 71.43%. This shows that students' interest in learning English is very good, for that it needs to be given appreciation; this good interest needs to be given a stimulus so that it could develop, and students not only like English because of the final grade factor, but need to be encouraged to master English, both passive and active.

STMIK Palangkaraya suggested facilitating the English-based student activities, such as the existence of an English Club or the establishment of a language Technical Implementation Unit (UPT). By the support of the language lab, it is expected that it could improve students' ability to master English and this at the same time could improve campus academic achievement.

In addition to the level of attendance, researchers also need to measure how high the respondent's interest in English courses is. Related to that idea, the writer provided some questions related to the students' interest have in English courses.

Table 3 *questionnaires related to the description of how interested students are in English courses.*

Statements	Always	Sometimes	Never
I feel happy learning English.	83%	17%	0%
I pay attention to all the explanations given by the lecturer when the learning takes place.	30%	70%	0%
I answer every question posed by the lecturer.	32%	65%	3%
I only do the exercises given by the lecturer.	88%	10%	2%
If I encountered some difficulties in doing exercises, then the exercises would not be done.	2%	22%	77%
When it comes to English exams, I try hard to get the best results.	90%	7%	3%

From the table data above, it could be seen that 83% of respondents answered that they were very happy with English, only 17% answered sometimes. Respondents are very enthusiastic to learn English. This was indicated by none of the respondents who never paid attention to any explanation given by the lecturer when the learning took place, although there were still 70% of respondents who answered sometimes. This may be due to several factors, among others, due to an unsupportive class atmosphere such as there was a noise when the lecturer explained, there were friends who invited to chat, the hot weather caused a lack of focus, and it could also be due to drowsiness and hunger because the lecture hours were during the day. When the lecturer asked a question, only 3% of the respondents never answered, while 32% said that they could always answer, and 65% of the respondents answered that they could sometimes answer. Only 2% of respondents said that they had never done the questions given by the lecturer, while 88% of respondents answered that they always did and 10% answered that they were sometimes done.

For difficult questions, the majority of respondents, they are; 77% said that they would keep working, and only 2% said that they had never done it, while the remaining 22% of respondents answered that they sometimes did it. As a form of happiness and responsibility as students, 90% of respondents answered that they would struggle and work hard to get the best score when the exam is held. For that

they must focus and study hard, and only 3% are lazy, while the remaining 7% answer sometimes depending on mood, situation and condition.

Happiness is the beginning of one's love for something; happiness is strongly influenced by one's emotions and perceptions of something. There are many factors that influence respondents so that they feel happy about English courses, among others because the lecturers are good, friendly and fun, the delivery method is good and easy to catch, and even they really want to master English because they feel it is very necessary to support their discipline, in the field of information technology. In general, the feeling of happiness is related to perception, and is a reaction to the stimulus that hits it and is very subjective.

3.3. Student Perception of English Course

Each individual has a tendency to always give meaning to the stimuli he receives with his knowledge and experience, which then the individual responds to the stimuli he receives, the individual's ability to respond to the stimuli he receives is called the ability to perceive. According to Moh. Surya (1981: 41) Perception is the process of receiving, interpreting and giving meaning to stimuli received by individuals through the senses.

Meanwhile, McCroskey and Whelness (in Ritonga, 1998: 15) state that there are four stages of perception:

1. Receiving messages or information from outside.

2. Provide a code on the information that is sensed.

3. Interpret the information given by the code.

4. Infer meaning in memory.

Perception is closely related to the five human senses, every experience and knowledge that we have ever felt in the past would be embedded in our memory which makes our benchmark and assessment of something happening now and in the future. A student's perception of the form and pattern of teaching English is formed from his past experiences from elementary to high school levels.

A pleasant experience would form a positive perception and vice versa a bad experience would create a negative perception. Students who have a positive perception would be very enthusiastic to attend lectures and vice versa those who are negative would consider themselves incapable and lazy to attend lectures. Researchers tried to ask some questions to see the picture of respondents' perceptions of English courses.

Table 4 Respondents' perceptions of English courses

Statement	Always	Sometimes	Never
I feel scared and anxious when learning English.	85%	13%	2%
I am afraid to ask the lecturer if there is material that is not clear.	62%	37%	2%
I ask my friends if they have difficulty with questions or do not understand the material taught by the lecturer.	58%	40%	2%
I am happy and passionate about doing homework and assignments given by the lecturer.	57%	42%	2%
I like to find English material questions and solve them apart from textbooks/modules.	12%	62%	27%
When the lecturer explained in front of the class, I joked and chatted with friends.	20%	78%	2%
At home I first study the material that would be taught by the lecturer.	7%	77%	17%
I study English material only if there is an exam	28%	53%	18%
I work on assignments only when they have to be submitted.	38%	28%	33%

Most of the respondents or 85% of respondents stated that they felt afraid and anxious when learning English. This fear and anxiety is caused by feeling insecure. This feeling of insecurity makes them afraid to try to speak using the target language, afraid of being wrong and afraid of being laughed at by others. There are at least five reasons why someone is not confident:

1. Negative Prejudice

Perception is built on the power of the mind; a person who has had a bad experience in the past would always have a negative attitude every time he

experiences an incident or faces the same problem as his past. Based on the table data above, most of the respondents or 62%, answered that they were afraid to ask questions, even though they did not understand the material being taught, they preferred to ask their fellow students for things they thought they did not understand. The existence of fear and anxiety every time they would take English lessons, or being afraid to ask if something is not understood, or fear of being asked by the lecturer is an attitude that is built based on past experiences, there is a fear of being blamed and laughed at by the lecturer and his colleagues.

2. Don't recognize the potential in their selves

Those who do not believe in themselves are those who have not found their strength. This is because some of them are more focused on their weaknesses. In fact, they always compare the strengths of others with their weaknesses. People who never get appreciation by the surrounding environment would feel inferior, feel unable and feel always defeated. In contrast to people who have achievements and always get attention from the environment around them, they would have high self-confidence, because they feel they have potential and achievements compared to other people. Someone who has achievements always asks to be noticed and appreciated for every effort he makes, and vice versa, those who feel that they are not achieving are usually embarrassed to be able to show their potential.

3. Do not have knowledge or experience

Lack of confidence sometimes arises as a result of not mastering the field to be worked on. Unlike the case with someone who feels he already has the experience and knowledge of the problem, he would have high confidence to be able to solve the problem. An active student, who always completes the assignments given by the lecturer, has complete lecture materials and always listens to every material given by the lecturer would have more confidence than passive students. A student who has studied and mastered the material would be very confident in facing the exam, on the other hand those who do not study and do not master the material would not be confident in taking the exam, so that many negative things are done, such as cheating on friends' answers, or exam questions are not done at all. do not try hard to solve

the exam questions because they feel that they are unable as a result of not preparing themselves beforehand.

4. Being in the wrong place and at the wrong time

A person would have a level of self-confidence when he is in the midst of the same community, in an environment where people feel in the same boat, help each other and strengthen each other when facing a problem. On the other hand, if his environment is often bullying, sarcastic, criticizing a lot without a solution when he encounters failure, it would make him have a sense of fear and anxiety every time he does something. The establishment of the English Club is a form of solution to create a forum for students who have the same interest to help each other in learning. This club would be filled with people who have interests and talents who both want to learn English and would help each other for their colleagues who still have a shortage in learning English.

5. Not having closeness

Someone who feels he has support would have confidence because he feels that someone would protect him. A student who feels familiar and close to his lecturer would feel comfortable every time he takes a course taught by the lecturer, he would feel more confident, not afraid to ask questions and not afraid to be blamed, a lecturer should act as a protector so that every student feels comfortable, is not afraid of being bullied, and is laughed at by his friends when he makes a mistake.

3.4. Factors Causing Difficulty in Learning English for STMIK Palangkaraya Students

There are many factors that cause a person to have difficulty learning English. Here the author describes some of the most dominant problems experienced by STMIK Palangkaraya students in learning English, including:

• Pronunciation

This is what many people always complain about, and this is what makes many people say English is Crazy Language. Indonesian people have been very get used to the pronunciation as it is written. And it turns out that there are no very standard rules for how to pronounce foreign language words. For some people, English is a

difficult language because English vocabulary is difficult to pronounce. As you know, some letters like r or t are implicit in English and require a certain way to pronounce them. Many feel hesitant to speak English for fear of pronouncing it wrong. Speaking in English is an important thing to do to improve English language skills. So obstacles like this would definitely hinder the ability to understand English more deeply. Some of the obstacles that are often found in learning conversational English are:

1. Pronunciation is different from writing

2. Sounds the same but has a different meaning

3. Could speak fluently but couldn't write because they don't know or forget.

• Vocabulary Mastery

In addition to pronunciation, vocabulary in English is also an obstacle in learning. Vocabulary in English is so diverse. Some look the same but have different meanings and pronunciations. There are so many vocabularies, some people feel overwhelmed when they have to memorize them. Even vocabulary in English often has different functions. For example the words "**have**" which could be used to express <u>ownership</u> and is also <u>a complement to some tenses</u>. For the students who are not very proficient in English, of course it becomes an obstacle and often makes them confused. Finally, gradually these obstacles make them feel lazy to explore it.

Some of the obstacles that often arise in learning English vocabulary are:

1. Difficult to remember words

2. Unable to distinguish nouns from verbs or others

3. Must memorize a lot of tenses

• Listening

Listening is a complex process that allows the brain to construct meaning from the sounds it hears and understand language.

This ability is greatly influenced by mastery of vocabulary, pronunciation and also the meaning of words or sentences. There are several obstacles that are often encountered in learning listening, they are;:

1. Lack of mastery of pronunciation

2. Less vocabulary

3. Rarely speak the target language

4. Rarely listens to conversations in the target language.

4. CONCLUSIONS

The process of learning English could not be separated from the emergence of various difficulties that occur, especially for students. These difficulties could be seen from each language skill or as a whole. In class conditions that have different language competencies, the difficulties faced also vary in results. In this study, the research subjects showed difficulties in learning English in pronunciation, vocabulary mastery and listening.

In terms of academic achievement for English courses, STMIK Palangkaraya students could already be categorized as good. For the final assessment, a student would be assessed from the level of attendance for each lecture, individual and group assignments, and test scores. The drawback at STMIK Palangkaraya is that the lecturers have not been able to provide learning and assessment for maximum listening mastery because the campus does not yet have more adequate supporting facilities such as a language laboratory.

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The Role of Adults on Children Language Acquisition

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ABSTRACT

This study aims to notice at the language skills of children from birth to the age of eight years based on the role of adults. The research subject is a boy whom will be known as X, eight years old. This research just focused on X's development of language. Furthermore, children's language acquisition can be categorized into phonology, grammar, semantics, and pragmatics. In collecting data, the authors interviewed one of a friend of the author, named Y. The results of this study indicate the process of language development in children that can be influenced by the role of adults. When the role of adults towards children is not appropriate, then children will experience postpones in language acquisition or postpones in language development in children.

**Keywords**: the role of adults, psycholinguistics, and language acquisition.

1. INTRODUCTION

Children are a gift from God where they are born from a marriage between a man and a woman. According to psychology, a child is a development that starts from infancy until the age of five or six years. At these times, children are usually very fond of learning something new, such as what they see, feel, or hear, one example they will be interested in a language. When they are babies, adults usually start talking to their babies, so that babies will indirectly respond to adults. Language is an ability that humans have to communicate with other humans using signs, such as words and gestures. While language is an expression of one's thought by means of name of object and speech which is a reflection of one's ideas. Generally, language was used for sharing information or received information from other or by other.

Although, language is a tool to express something, but if adults to children it is a different thing. According to Allan Garnham, as cited in Nordquist (2019),

psycholinguistics is the study of the mental mechanisms that make it possible for people to use language. Cited more in Nordquist (2019), Alan Garnham states that psycholinguistics is a scientific discipline whose goal is a coherent theory of the way in which language is produced and understood. So, Psycholinguistics is the study about language and speech that concerned with mental aspects. And it is concerned with ways how language is represented and processed in the brain. Language acquisition in children language development related with their brain, because they're still learning about language. Of course, talking to children must also have conditions, such as adults having to sort out the appropriate words for teaching to children, holding back their emotions when the children start to fuss, as well as holding back the feeling of wanting to say harsh words. Also, adults should monitor the development of the language children are learning, because one of the most important children developments is the acquisition of the language.

On this day, the development of period has had a big influence on the life of a child. One of them is the parenting manner taught by adults. A phenomenon that usually occurs today is that parents entrust their children to caregiver. Indeed, this is not wrong, however, because of their busy lives, parents rarely communicate with their children. Their children tend to be more accustomed to their caregiver than their own parents. Parents must also be observant if they want to choose a caregiver, whether to push the child in a negative or positive lifestyle.

Then, there are other factors such as the child's biological and mental condition, nutrition, and the patience of adults for the education of the child which can also affect the child's language skills. This study aims to develop children's language from birth to 8 years of age, especially for the research subject, X. This study aims to determine the acquisition acquired from adults when learning languages.

2. METHODS

This research used qualitative descriptive method, where this type of method indicates the data results as they are without any manipulation or other processes. Cited in Muchta (2019), Creswell defined qualitative research as an inquiry process

of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes word, report detailed views of information, and conducts the study in a natural setting.

Here, the author tries to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, and others by way of description in the form of words and language.

3. RESULTS AND DISCUSSION

Psycholinguistics is the study about language and speech that concerned with mental aspects. And it is concerned with ways how language is represented and processed in the brain. Psycholinguistics can be used to verify language acquisition in children. Usually, developing children's minds will acquire their first language or mother tongue in the first years of their life, and this process develops until about five years of age.

X, the research subject has learned language from birth. His sister, Y has taught him two languages - decent Sundanese or *Sunda Lemes*, and Indonesia. Since birth, X's parents have always talked to him. At the age of six months, X uttered his first words, namely '*ba*' refers to *bapak* (English 'dad') and '*mam*' refers to *mama* (English 'mom'). The ability at the phonological level, X began to develop at the age of six months. The dominant consonant sounds managed by X are m [ma] and b [ba] sounds. The syllables [ma] and [ba] usually mean the words [*mama*] and [*bapak*]. Because he is not yet fluent in speaking, X usually cries if he asks for something or laughs when playing with him.

After being 1 year old, X started to speak but it was not very fluent. He started to ask anything and obeyed what the adults said. One day, Y accidentally calls 'cat' as 'monkey' because she is upset. Then at another time, Y asked X to talk:

Yuni : "Dek, tinggal aya onyet," sambil menunjuk kucing.

"Look, there is a monkey," pointing at the cat.

Alfarizi : "Onyett," melihat si kucing.

"Monkey," looking at the cat.

She regretted it after called the cat as monkey, because everytime X saw a cat, he always said that is a monkey. Luckily, Y had told him that it was wrong. In this point, the adult's role is very important. Basically, when adults want to say something, especially around children, adults should have to be careful of what adults want to say. Even in the conversation above, according to the author, it is fatal, especially when adults saying something rude.

At the age of 2-3 years, X lived with his grandmother. His grandmother taught him Sundanese or Sunda Lemes and as usual, two years old is not very fluent but already understands what his grandmother taught him. Then, at the age of three years old, X began to speak fluently and began to nag. Because it is already fluent, then X were taught about polite and correct language (pragmatics), then how to express something through words (semantics), and how to position the predicate, subject, and object in one sentence (grammar). Pragmatics is how language is used in communication. Pragmatics is defined relative to a defined purely as a property of expressions in a given language, in abstraction from particular situations, speakers, or hearers (Leech, 1983). While according to Nick Riemer, as cited in Nordquist (2020), the job of semantics is to study the basic, literal meanings of words as considered principally as parts of a language system, whereas pragmatics concentrates on the ways in which these basic meanings are used in practice, including such topics as the ways in which different expressions are assigned referents in different contexts, and the differing (ironic, metaphorical, etc.) uses to which language is put.

At five years old, X, he began to utter bad word, it is because of environmental factor and his friends. From this, his friends said harsh words must be because they heard what the adults were saying. They are accustomed to hearing something harsh from adults, because of this thing, these children use harsh words as a daily basis.

This is also what makes X utters something bad. For example, he once said the word '*maneh*' [English 'you'], but it is bad word in Sundanese. Because he said that word, Y accidentally pinched his mouth. The role of an adult here is not easy, especially it takes extra patience to educate children.

From 6-7 years old, X is already fluent in speaking, it's just that he is still slurred. Slurred is normal and will usually leave as he learns and practices how to pronouncing letters. And by the time he was eight years old, the slurred was gone.

4. CONCLUSIONS

Based on the research above, it can be concluded that the process of a child's language development is strongly influenced by the role of adults when teaching children to speak. When adults, especially parents, rarely asked their children to talk, it can affect children's language development, such as delayed speaking. Different with adults around X, mainly his parents, they were always talking to him even at the time he was born. Therefore, at the age of six months, X was able to say his first word. Although X had used harsh words, Y told him that it was not right, even by pinched him.

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Translation Analysis of Category Shift in Short Story
"The Call of Cthulhu"

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ABSTRACK

Translation activity have a huge impact on developing knowledge by sharing and implement information from around the world. This study used qualitative method. The research subject is firstly, the short story "The Call of Cthulhu" and the second version which translated into Indonesian "Seruan Cthulhu" by Shinta Dewi from Noura Book Publisher. The aims of this study are to identify what types of category shifts found in the short story and how the information loss, acquisition and skew occur during translation process. In this study, the researcher uses observation technique to collecting the data and documentation to support the data. After conduct the study, the researcher found that the translator used the all type of Category shift when translating the short story: Intra-system shift, Structure shift, Unit shift, and Class shift. From the data collected, it was found that the Intra-system shift was the most dominant shift. This shift occurs because of the need to obtain translation equivalent from both languages. As the result, systematic shifting is unavoidable and has become the most common shift done by translator.

Keywords: translation shift, category shift, short story.

1. INTRODUCTION

Translation work has a major impact on knowledge development by sharing and implementing information from around the world. According to (Cronin, 2003) various translation results exist in many sectors of translation, including scientific, commercial, technical, administrative, and institutional translation. Translation activities are critical, especially in today's world, where information demands are dispersed globally. However, the translation function in an English as a foreign language (EFL) or English as a second language (ESL) classroom has long been a major topic. According to (Farah & Samardali, 2017), translation is an effective and beneficial for teaching second language. It is important to realize that the following areas of translation are summarized: clarify new words and phrases, explain grammatical problems, teach language and culture, manner of

expression, describe reading passages, deal with aspects relevant to first language interference, and assess students' learning status; reading and listening comprehension, as well as class activity explanation.

English is utilized as a foreign language (EFL) in Indonesia and learned academically. In latest days, the success of translation studies and the participation of linguistic theory became a reality as it can compete with translator intuition to solve translation issues and give additional options to investigate the best procedure (Rosa, Sinar, Ibrahim-Bell, & Setia, 2017). Students at the university learn a shift in translation as part of their in-depth study of linguistics, with the purpose of assisting in the transition process from source language (SL) to target language (TL).

Consequently, translation is a tough challenge, especially when the original essence of the source language must be preserved. According to (Septiaji, 2019), method selection should be carried out carefully, taking into account all of available factors. Furthermore, the source text (ST), as a literary work of translation is no longer a part of the original literary treasures of the original language. Instead, it become literary treasures in whatever language of the text being translated. The growth of translation activities has also enhanced translation studies, which have become diverse. Many studies have proposed several theories and models. One of the translator guidelines was introduced by J.C. Catford, especially relevant to translation shifts. The use of translation shift has undeniably become a major reference adopted internationally as a baseline for analyzing translated texts. There can be two sorts of shifts that may occur, namely level shift and category shift (Catford, 1965). The first variety of translation shift is a level shift, which occurs when the target language equivalent from the original source changes on a different level at one linguistic level. whereas the category shift is the replacement of formal correspondence in the translation process.

Based on the previous explanations above, researchers interested in performing an analytical study on the category shift in H.P. Lovecraft's English-

Indonesian short story "*Seruan Cthulhu*" with the original title "*The Call of Cthulhu.*" The objective of the study is to discover and identify category shifts in the short story, as well as to investigate how information loss, acquisition, and skew occur throughout the translation process. The researcher uses descriptive qualitative as research method. Qualitative research is method of research that emphasizes an approach to gathering data via extensive interaction and requires a significant amount of time to engage in the field (Djamal, 2017).

2. METHOD

The researcher uses descriptive qualitative method in this study since the focus of the study is to analyze, describe, and interpret the phenomena of category shift that were found in process of translating the short story "*The Call of Cthulhu*". The descriptive qualitative approach examines data by describing the facts as it was obtained, without drawing generalizations or conclusions that are appropriate to a larger audience (Sugiono, 2011). In this qualitative research, observation is used to see and observe directly the object of research, so that the researchers can record and gather the data needed to reveal the findings. Documents are used to support observation in qualitative research. Documents in qualitative research can be written, pictures, or monumental works of the subject under study (Ulfatin, 2014). The researchers simply put a tick in the indication column, while on the check-list, the researcher offers a tally on each appearance of the indication.

Following the data collection, the researcher must examine the data in order to interpret the translation shift under study. Data analysis is a continual process in the research (Creswell, 2009). It entails analyzing participant data. Analysis steps, as well as those found in particular exploratory techniques, are commonly used by researchers. As for the research steps: the researcher thoroughly read both the English and Indonesian versions of the short story. Then source and translated texts were then examined to see whether there were any shifts or changes in the structure and arrangement of the words. Simultaneously, the

researcher highlights the words/clauses/sentences in the translated text where translation shifts occur. The researcher next analyzes the obtained data in relation to the Catford's theory of category shift, which includes structure shift, class shift, unit shift, and intra-system shift. These statistics are collected to see if the dominating category altered during the short story's translation.

3. FINDING AND DISCUSSION

3.1. FINDING

Following the data collection and analysis, it was discovered that different shifts occurred during the translation process, including all types of category shifts while translating the short story into Indonesian: intra-system shift, structure shift, unit shift, and class shift. The researchers also discovered shifts when English was translated into Indonesian, as indicated by the data below.

a) *Structure shift* occurs as a result of changes in grammatical or word order. This is the most typical structural change in English to Indonesian translation. The overall number of cases discovered in this shift is 712, placing it second in terms of the number of shifts discovered. Example of the finding:

> SL: *Cthulhu Cult.* (Pg.3)
>
> TL: *Kultus Cthulhu.* (Pg.18)

The source language's structure in noun phrase is a modifier *"Cthulhu"* and a headword *"Cult"*. Whereas the target language's structure consists of a headword *"Kultus"* and a modifier *"Cthulhu"*. The structural changes are carried out by the translator as they are specified by the target language structure.

b) *Class shifts* occur when equivalence in the target language is not the same as in the source language in terms of word class. When it comes to class shifts, for example, nouns in the source language can be converted into adjectives, verbs, and prepositions in the target language, and vice versa. Following the researcher's study, it was discovered that around 22 cases of class shift occurred.

SL: *masqueraded* as "Christiana". (Pg.20)

TL: menggunakan nama *samaran* "Christiana". (Pg.59)

The term "*masqueraded*" in the source language belongs to the verb class, but "*samaran*" in the target language belongs to the noun class. As a result, the noun "*samaran*" in the target language is the translation equivalent of the verb "*masqueraded*" in the source language. There is indeed a translation shift between the verb and the noun.

c) *unit shift.* Based on the findings of the analysis. Unit shift. A change in the level of the linguistic unit from the source language to the target language, as well as a change from a lower to a higher unit or vice versa. Every language has five grammatical units: morpheme, word, phrase, clause, and sentence. The researcher discovered 249 occurrences of unit shift.

SL: *flopped down* (Pg.23)

TL: *menjatuhkan* (Pg.67)

The data shows a downward swing in unit shift from phrase to word. The phrase "*flopped down*" was translated into Indonesian as "*menjatuhkan*." This shift occurs when a phrase in the higher rank becomes a word in the lower rank. The translator might well convert the term "*flopped down*" to "*menjatuhkan*." As a result, "*menjatuhkan*" can be considered the formal equivalent of "*flopped down*," as the meaning remains consistent from SL to TL.

d) *Intra-system shift* is a change that happens inside the language system. In the target language system, the equivalence occurs at a nonresponding phrase. Every language has its own numbering system, articles, and so forth. When a singular word in the source language has a plural textual equivalent. The intra-system shift is revealed to be the most common shift, accounting for 793 cases.

1. Shift In Plural Marking System

SL: heavy *storms.* (Pg.17)

TL: *badai* dahsyat. (Pg.53)

In Indonesian, the plural form is generally indicated by a repetition of the word. According to the data, "*storms*" has a formal Indonesian equivalent of "*badai-badai.*" The Indonesian language system, on the other hand, transforms it to a singular form "*badai*" with no duplication in this data.

2. Shift In Possessive Marking System

SL: *Legrasse's tale.* (Pg.14)

TL: *kisah Legrasse.* (Pg.46)

The possessive marking morpheme ('s) for the word "*tale*" belongs to the noun "*Legrasse*," thus the morpheme ('s) as possessive marking in the target language is removed. The possessive system in Indonesia is simply noun + noun, as in "*kisah Legrasse*," with no morphemes inserted into the noun, as in ('s) in English.

3. Omission Of Article The

SL: *the great priest* (Pg.12)

TL: *pendeta besar* (Pg.40)

In the given data, "*grand priest*" consists of the definite article "*the*" and "*grand priest*" in the adjective phrase. Shifting occurs when an article meant to indicate a specific noun in the target language is not translated or removed. Unlike English, which adds "*the*" word before the noun as a specification, Indonesian does not.

3.2. DISCUSSION

The study discovered that the translator applied all types of Category shift when translating the novel into Indonesian: intra-system shift (793 cases), structure shift (712 cases), unit shift (246 cases), and class shift (22 cases), for a total of 1773 translation shifts. In this study, the most prevalent shift identified in translating the short story The Call of Cthulhu was intra-system shift. There have been 793 intra-system shift cases discovered, accounting for 44% of the total shift. This sort of adjustment is unavoidable for most translators.

The translator is aware that if the sentences are translated without intra-system shift and level shift, they will lack formal correspondence from SL to TL and will be unclear if they are translated into the target language without natural correspondence (Santri, Azlan, Ridwan, & Adang, 2020). English and Indonesian have obviously different linguistic systems. It's clear that the language's origins have a significant impact in this discrepancy. In line with the findings of the study, one of the previous studies done by (Gaga & Rahayu, 2018) discovered similar circumstances. The absence of a similar equivalent word in both the source and target languages prompted the translation shift. Furthermore, (Ariefyanti, 2018) discovered two types of shifts in the nominal and verbal categories. There are two kinds of translation shifts: single translation shift and double translation shift. Additionally, the study discovered that the translation does not maintain the structure in order to get the same meaning in the target language. According to Newmark (Newmark, 1988), the objective of translations is to achieve the equivalence effect. As a result, the structure of the target language text must be altered in order to get the corresponding meaning of the SL text.

The equivalent degree of meaning has an impact on the shift that occurs. During the translation process, a translator frequently pays close attention to numerous modifications and even shifts in the original language (Fitria, 2020). This theory emphasizes modifications in syntactic and semantic structure in order to obtain an acceptable and equivalent translation. Shift is critical when it comes to properly conveying meaning and information. Shifts also occur as a result of structural and grammatical changes. On the other hand, meaning is something that should be preserved in the translation. The form may need to be adjusted due to the unique system and structure of each language. However, it does not mean that the target language should be neglected. The translation outcome in the target language must be adequate and readable.

4. CONCLUSION

From the analysis, it can be concluded that when translating the novel into Indonesian, the translator applied the fourth form of Category shift: Intra-system shift, Structure shift, Unit shift, and Class shift, according to the findings of this study. A total of 1773 shift cases were discovered. The intra-system shift appears to be the primary reason behind this shift. There have been 793 cases detected, covering 44% of the total shift. Structure shift is the second most common shift, accounting for 712 cases, or 40% of all shifts. Unit shifts accounted for 246 cases, or 13% of all shifts. The last, class shift, contributed to 22 cases, or 1% of all shifts.

The intra-system shift was identified to be the most prominent shift used by translators in this study, based on the findings of the analysis. Systematic differences in language will lead the translator to make a systematic shift in the translation process due to the necessity of obtaining translation equivalence. As a result, systematic shifting is unavoidable in this research and has become the most frequently implemented shift among translators.

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Embedding Religious Moderation Values through Communication Activities in English Language Teaching

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ABSTRACT

Some reports have uncovered that many religious intolerance and violation cases still appeared in Indonesia recently. Preventive actions must keep Indonesia aligned with its national motto, "unity in diversity." This paper discusses the importance of promoting religious moderation toward society to build peace and harmony. Furthermore, this paper addresses the urgency of inserting religious moderation values into school instructions, particularly in English language teaching. Some practical ways of embedding religious moderation values into English instructions are also presented to apply them in their classes. Finally, religious tolerance and respect for diversity are expected to be built among students.

Keywords*: Religious moderation, religious intolerance, English language teaching, character building.*

1. INTRODUCTION

Until today, the issue of religious intolerance is still flourishing in Indonesia. Some reports have been published with regard to this issue. Data from the investigation of SETARA Institute, an NGO based in Indonesia whose work is for conducting research and advocacy for democracy, political freedom, and human rights, uncovered 201 incidents of religious freedom being violated across Indonesia's 26 provinces. West Java was the region with the highest number of violations, followed by Jakarta with 26 incidents, Central Java with 14, East Java with 12, and Banten with 10 cases in 2017 (SETARA Institute, 2018). These religious intolerance and violations include intimidation, discrimination, assault, hate speech, bans on worship, and sealing houses of worship. In another investigation, SETARA found religious intolerance in 171 high schools in Jakarta and Bandung. Specifically, data recorded around 4.6 percent of the students supported an organization that regularly stopped people

from building places of worship. Even one percent supported ISIS. The Chairman of the People's Consultative Assembly, Bambang Soesatyo, in his keynote speech at a seminar held by SETARA Institute, showed his concern with the research findings and declared that the government would take action to overcome this issue (Yasmin, 2019). These findings indicate that this intolerance and violations still exist and potentially undermine the harmony of inter- and intra-religious societies in Indonesia.

Indeed, Indonesia is widely-known as a multicultural country with diverse cultures and religious beliefs. In fact, several different religions and a lot of the branches/flows of beliefs were practiced in the country a long time ago. It might inspire the founding fathers of Indonesia to create the national motto "Bhinneka Tunggal Ika," meaning "unity in diversity," which is relevant to the country. Therefore, tolerance becomes a key determinant to keep unity among the Indonesian people.

Tolerance means showing acceptance and sympathy for beliefs or practices that differ from one's own. Due to its central role, tolerance can become a parameter of justice in treating different thoughts, feelings, and actions. Nevertheless, the strengthening of religious formalism could create an intolerant act. The more open access to information and the great inventions in technology nowadays make the situation even worse. Dewi (2021) informs that the hate speech contents on Facebook escalated from 2018 to 2019. Besides, in 2017 the second most hoaxes spread in social media was about the issues regarding sex, religion, race, and ethnicity (88.60%) based on MASTEL 2017 research. It shows there is a tendency that religious intolerance and violations can be more easily spread in the cyber world, including through social media. Some people may make disturbing content, such as intimidation, hoax, hate speech, etc. At the same time, there will be more people who get emotional and triggered because of accessing those disturbing content. Then conflicts become inevitable. This might answer why recent cases related to religious intolerance still come up in Indonesia.

The government has taken progressive action in handling religious intolerance and promoting respect for religious diversity. Through the Ministry of Religious Affairs,

currently, the government has attempted to promote what is so-called Moderasi Beragama or "religious moderation." Taking a closer look, the word 'moderation' relates to the adjective 'moderate,' which refers to avoiding extremes of behavior or expressions. Comprehensively, the government defines this term as an attitude to reduce violence and avoid extremism in religious practices (Kemenag, 2019). This religious moderation comes up with the idea that no religion teaches violence and that diversity in Indonesia is destiny as well as a blessing from God and, thus, it is something to be grateful for. Religious moderation is the essence of religion, and its implementation is a must in the context of plural and multicultural country such as Indonesia. The goal is definite; to create harmony and to keep the unity of Indonesia.

To promote and strengthen the idea of religious moderation is the duty of all parties. It can start from schools. Teachers, as the front-liner of education, can take a prominent role to embed religious moderation into their teaching practices because they can shape students' understanding and point of view about tolerance and respect for diversity. In an ethnographic study, the researcher found that not all teachers understood multicultural education. On the one hand, some teachers thought that it was the job of religious and civic teachers only to teach this. On the other hand, the religious teachers were incapable of relating their lessons to religious and cultural diversity. Some of them even tended to warn students about the danger of diversity for their own faith (Raihani, 2018). The finding of this study reveals that teachers contribute to either the success or failure of teaching religious moderation toward students.

Keep in mind that all teachers from different subjects can take part in immersing students in the values of religious moderation. Not to mention in English language teaching, teachers can insert the values such as tolerance and respect into their instructions. English as part of the social sciences, which includes the teaching of culture, gives broader space for teachers to design their instructions to fit the needs of teaching religious values. In line with this, Curriculum 13 demands the teachers teach character education through school subjects. This indicates the urgency of embedding religious moderation values into English subjects.

This paper highlights the essence of religious moderation for the sake of building peace in the country. Thus, it is prominent to take practical actions to promote religious moderation through schools, particularly in English language teaching. Further in the discussion section, this paper attempts to present some practical applications for teachers in embedding religious moderation values into their English instructions at the secondary school level.

2. RESULTS AND DISCUSSION

There might be many ways of presuming whether or not one's attitudes or point of view reflect religious moderation in their daily lives. However, Kemenag RI (2019) selects only four main indicators, which comprise of (1) national commitment, (2) tolerance, (3) anti-violence, and (4) being accommodative toward local customs. National commitment measures how strongly someone accepts Pancasila as the ideology of the country and, more specifically, their attitudes toward the doctrines which are preached against Pancasila. National commitment needs to be strengthened because we live in a very diverse country, and any phenomena which can potentially disunite the country need to be prevented. Being a good Indonesian citizen means being obedient to Pancasila, and a moderate person would not contradict Pancasila in their religious practices.

The second indicator, tolerance, is defined as respecting other people's right to choose what is best for them. In the social, cultural, and religious context, tolerance prohibits discrimination among different groups (Bakar, 2016). Anti-violence is another important indicator of religious moderation. People from certain religious groups sometimes want to oppress their beliefs onto others, and in that attempt, they can become violent verbally or physically. This is dangerous because other people's lives and safety are at risk. Therefore, anti-violence among religious groups must be enforced, and this needs to be taught from children's early age. Regarding the last indicator, Kemenag RI (2019) feels the need to include being accommodative toward local cultures because people with this attitude tend to be more moderate in their religious practice.

In this section of the article, the writers attempt to illustrate several practical yet powerful ways of promoting national commitment, tolerance, anti-violence, and accommodative attitudes toward local customs in English language instructions. In order to do this, the writers propose instructional activities based on the revised 2013 Curriculum determined by the Indonesian government. In the syllabi published for grades 7-12, specifically in the Learning (Pembelajaran) column, there are stages of the scientific approach, such as Observing (mengamati), Questioning (mempertanyakan), Exploring (eksperimen), Associating (mengasosiasi), and Communicating (mengkomunikasi). The writers use the descriptions in the Communicating sections as the basis in proposing the instructions.

In this curriculum, the lessons sometimes are repeated in a higher grade with slightly progressive content. For instance, both seventh and tenth graders are required to introduce themselves; in grades eight and eleven, students learn to create invitations, and eleventh and twelfth-grade students are given lessons about conditional sentences. Therefore, in illustrating the ways of embedding religious moderation values in English instructions, the writers combine two or more grades if they have the same topics.

2.1. National Commitment

Living in a multicultural and multireligious country, such as Indonesia, students need to internalize national commitment as a foundation to function in society. They need to not only be aware of the pluralism in Indonesia but also celebrate it to achieve mutual respect. National commitment can be immersed in English language lessons through situation-based exercises. To teach eighth-graders how to offer advice in English, teachers can prepare a few situations where students have to counsel in regard to the global influence on the changing lifestyles in Indonesia. Another example, twelfth graders can learn to use modal auxiliaries such as have to, should, or must to express obligation by analyzing situations about obeying regulations in Indonesia.

Another way of teaching national commitment is to have seventh-grade students practice their vocabulary about dates and months by presenting important dates in Indonesia. This activity helps recall, if not add, knowledge on several important national events and their significance, such as Kartini Day, National Education Day, Youth Pledge Day, etc. Similarly, when ninth-graders learn to express suggestions, they can create a poster on appreciating and using Indonesian products instead of imported ones. This way, students will have a better understanding that supporting local or national businesses is a form of love to the country as well as a defense mechanism against trade competition with other nations.

Regarding English language lessons about recipes for grade 9 students, the teachers can guide them to discuss and recreate simple yet delicious recipes from various regions in Indonesia. These activities should be utilized to remind students those recipes of traditional delicacies are national heritage, and they need to be preserved for the next generations. Furthermore, recognizing or being able to recreate the dishes is one way to deepen the love for the country.

Nationalism which is included in national commitment, can be taught through folklores. The students of ninth and tenth grades can find and retell folklore from different parts of the archipelago in English. This activity is a perfect complement for a lesson in the tenth grade where students practice describing tourism and historical attractions in Indonesia. To illustrate, the students firstly analyze the generic structure, language features, and social function of the folklore Roro Jonggrang and then retell to the class. Subsequently, the students learn to describe the famous tourist attraction, Candi Prambanan, which is associated with Roro Jonggrang. This set of activities can be implemented with other folklores and famous places in Indonesia. To name a few, folklore Sangkuriang and Mount Tangkuban Perahu, folklore Gunung Batur and the Mount Batur, or legend Danau Toba and the Lake Toba.

2.2. Tolerance

The immersion of tolerance in school subjects might be overlapping with the immersion of national commitment, as both deal with respecting cultural and religious differences. When seventh and tenth-grade students introduce themselves in English, they are encouraged to mention their cultural and religious background. This exercise enriches students' vocabulary on tribes in Indonesia as well as awareness that even though they come from different backgrounds, they can still form strong friendships.

Another way of embedding tolerance in English language teaching is to introduce eleventh-grade students to the biographies of successful world figures who believe in different religions. The point of this activity is to help students better understand that, despite their difference, these people can exemplify good behaviors. Students will develop their common sense on treating others as fellow human beings, regardless of their religions.

2.3. Anti-violence

It is crucial to teach anti-violence from an early age to prevent students from conducting cruelty to others. Seven graders can learn anti-violence through street signs that indicate places for worship, such as mosques, churches, and temples. When doing this activity, the teacher is encouraged to explain that these places are sacred to the adherents and that they must be respected and cannot be vandalized or harmed.

When ninth-graders are taught to express prohibition, the teachers should encourage students to promote anti-bullying in their sentences. One way to do this is by having students create short posts on their social media in English about standing against verbal or physical abuse. The teachers should explain that bullying is a form of violence and that it is dangerous to the victims' mental or physical wellbeing.

As eleventh-grade students practice expressing hopes and wishes in English, the teachers can direct them to have more sympathy toward the victims of any violence

caused by religious disputes. Students should realize that religions do not require their adherents to harm others. In doing this activity, the students could, for example, hope that the wounded victims would heal soon and the deceased ones would find peace in the afterlife. Moreover, the students could express hope that there will not be any cruelty in the future.

When eighth-grade students learn the English language with short fables, it would be ideal if the teachers select the ones with non-violent plots. Surely there may be disputes or arguments in the plots. However, if the fables involve wounding or killing, they should just remain unutilized. If it is inevitable, the teachers should explain that violence is evil conduct and it must be avoided under any circumstances.

For the lessons that involve songs in grade 7-12, students learn to sing and analyze the meanings of several English songs about universal compassion, such as Heal the World by Michael Jackson, A Random Act of Senseless Kindness by South Sixty-Five, Count on Me by Bruno Mars, etc. These songs would strengthen students' sense of togetherness, and they hopefully will not hurt each other in anyways.

2.4. Being Accommodative Toward Local Customs

Some local traditions are practiced by people no matter what their religions are. For example, in Central Kalimantan, people do ritual tampung tawar (splashing holy water to repel bad energy in Kaharingan belief) at some events such as welcoming guests and at weddings. Someone who is not familiar with tampung tawar would think that this ritual might interfere with their religious belief. To prevent such misunderstanding, it is necessary to introduce students to different local customs which are commonly accepted in the religiously diverse society.

In English language instructions, as eighth and eleventh graders learn to create invitations in English, they can make invitations for cultural events such as traditional wedding ceremonies or sets of ceremonies for newborn babies. It is recommended that the teacher explain that these ceremonies are not associated with specific religions and that most of the time, family and relatives whose religions are different treat the events as social functions. Another way to shape students' attitudes to be

more accommodative toward local customs is by having twelfth graders explore photos that depict various local ceremonies. Then, they can create a suitable caption for the photos while also developing an understanding that as long as these ceremonies do not contradict religions, they can still be held to preserve old traditions.

3. CONCLUSIONS

Considering all unpleasant phenomena that have happened caused by religious differences in Indonesia and the trauma experienced by the victims, it is urgent to start taking action to prevent further occurrences. Religious moderation is seen as a powerful way to tackle this problem; thus, it must be implemented in society starting at school levels. The various ways of embedding religious moderation values proposed above are not limited to English language instructions. With some tweaks in the teaching materials and/or exercises, other school subjects, especially the ones categorized as social studies, definitely can apply the same principle.

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