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Transglossic Language Practice of Generation Z on Instagram in Indonesia

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ABSTRACT

The research investigated how Indonesia's generation Z used social media to practice their language. The way ideology was constructed in linguistic variations and underlying the language in the online context. The paper's goal was to comprehend sociolinguistic dynamics by looking at the scientific reasons for youth language use and to raise awareness about language and social conditions of generation Z. According to the Transglossic framework as propounded by Sultana et al. (2015) for an in-depth understanding of contextual (physical location and participants), pretextual (historical trajectory texts), subtextual (ideologies mobilized by the text), intertextual (meanings that occur across texts), post textual interpretation of the data (the way texts are read, interpreted, resisted, and appropriated) and interview conducted to two accounts of Instagram users. As a result, generation Z was the creative speakers and critical thinker in social media because they built the ability of complex encoding. The complex encoding was related to their social attribution in detail of affiliation with a specific community, regional identity, national identity, a desire as a world citizen, religion, popular culture, and education.

Keywords: Generation Z, Instagram, Linguistic repertoire, Transglossic framework

1. INTRODUCTION

Sociolinguistic globalization study has become a new subject to research by scholars in the last decade, mainly social media. Scholars are beginning to question the social situation in social media, and they are increasingly turning to Facebook (FB) as the platform to study. With over half a million users, Facebook's popularity has grown (Dovchin, 2015). The study of young adults' linguistic behaviors on Facebook is one of the researchers' primary interests. When young people use linguistic repertoire that is adaptable to modern technology and popular culture (Sultana & Dovchin, 2017) and how young adults borrow, bend, and combine language into new expressions, they define themselves as resourceful speakers' (Penycook, 2012; Sultana et al., 2015).

Some scholars have studied the study of sociolinguistic globalization via social media, specifically Facebook. Sultana and Dovchin (2017) used Transglossic research by looking into the functions of popular culture in the lives of young Bangladeshis and Mongolians. The study showed how young adults in Dhaka and Ulaanbaatar exploited popular cultural resources, including musical genres, films,

and advertisements, to express themselves on Facebook statuses and chats. Sultana et al. (2015) conducted another study, looking into the sociocultural dynamics of young Bangladeshi and Mongolian language practices. In FB conversations and casual conversations, transglossic analysis revealed how young adults employed double voicing and combined genres from popular culture. Dovchin (2017) looked at the role of English in social media interactions on Facebook. The data demonstrated that English and other languages, such as Russian, are blended with the Mongolian phonetic creatively and amusingly.

To fill the void, the study attempted to uncover the scientific rationale for the language repertoire on Instagram of young adults in Indonesia from a particular generation, generation Z. Instagram is currently a trending social media platform in Indonesia, with generation Z accounting for the majority of its users. Generation Z, which dominates Instagram, tries to be innovative by mixing languages in their captions. They mix English, Bahasa Indonesia, local languages, and other languages. An interpretative technique, notably the Transglossic framework, was employed to analyze generation Z's language practices on Instagram and the ideology underlying the case.

2. METHODS

The research explored how generation Z used language in their Instagram captions. Instagram is a popular platform for Generation Z to express themselves, and they spend a lot of time there. Two Instagram accounts of generation Z from the higher educational background investigated the linguistic repertoire on their Instagram caption by using virtual ethnography as defined as 'Internet ethnography,' which was propounded by Androutsopoulos (2011). By using internet ethnography, the participants observed with specific criteria such as the age should be the range between 20 until 24 years old, the participants are multilingual person, they are active users of Instagram, they have more than ten videos or photos that are uploaded on Instagram, and the captions should be posted between May until November 2019. Afterward, the observation was continued by collecting data on the frequency of engagement on Instagram of the participants. One of the videos or

photos of the participants was chosen according to the data of frequency engagement on Instagram. The video or photo of the participants' accounts that contained a caption with three languages was chosen.

The caption was analyzed through an interpretive approach, namely the 'Transglossic framework,' which was propounded by Sultana et al. (2015). The framework assists in-depth understanding of *contextual* (physical location and participants), *pretextual* (historical trajectory texts), *subtextual* (ideologies mobilized by the text), *intertextual* (meanings that occur across texts), and *post textual* interpretation of the data (the way texts are read, interpreted, resisted, and appropriated). The following procedure was completed by conducting an open-ended interview to explore the understanding of the language practice of generation Z. The instrument of the interview was developed from Sultana (2015), which explored opinions and feelings about languages, genres of popular culture, demographic locations, educational backgrounds, socioeconomic conditions, and affiliation with specific groups.

3. RESULTS AND DISCUSSION

In the range months of May until October 2019, participant A has posted videos and photos in total twenty-seven videos and pictures related to one genre, namely reggae music, on Instagram. He did reply by using mixed languages thirteen times, and he obtained fourteen comments. Participant B's literature and music were related to photos and videos in eleven posts. He did reply eighty-nine times and received one hundred and six comments from his friends.

Table 1. *The frequency of participants' engagement on Instagram*

	A	B
Posts	27	11
Comments	14	106
Replies	13	89

3.1. Participant A

The following table and picture are the engagement frequency in the digital platform of participant A. His age was 24 years old. He studied Islamic financial management as his concentration, living with high socioeconomic status, and living in rural areas. On Instagram, he indicated that he was a multilingual person by using caption evidence. He created his language practice in creative ways using different languages and code-mixing. English was the only foreign language adapted to be mixed with the national language or Bahasa Indonesia and vernacular language or Sundanese. The participant expressed ideas and existence in the dominance of code-mixing related to photos and videos in a specific popular culture genre. English and Bahasa Indonesia were dominant languages. He got more self-confidence and less anxiety to use English in an online social context. He speaks Sundanese and Bahasa Indonesia with his family and friends in daily life with rarely using English.

Table 2. *Language practice of participant A on Instagram*

	Bahasa Indonesia	English	Sundanese	Mix English with Indonesia	Mix English, Bahasa Indonesia, and Sundanese	Mix English with Sundanese
Frequency of post	5	3	2	10	4	3
Frequency of replies	2	2	7	0	0	2



Figure 1. *The post of participant A on Instagram*

Translation

[Cover 'Terlalu Manis' (the title of a song) with a reggae ammunition version... At Bogor... The voice of 'si haseum' (the special name of someone because of the intimacy of relation such as friendship) is always on powerfully, wa nid (name) wkwkwk (LOL)... thank you (emoticon) #Slank #reggae #too sweet #cultural village]

The picture takes place on the Instagram account of participant A who has a high educational background and living in a rural area of West Java, Indonesia. He created a text creatively by combining three languages among English, Bahasa Indonesia, and Sundanese. The participant attempted to play around with words, be it English, Bahasa Indonesia, or Sundanese, and build up a text on the virtual space (North, 2007). Even though he has medium proficiency in English, he needs extra effort to catch the meaning of the text. Still, he linked the text with specific resources to make it easier to interpret by the virtual space community. The text's meaning-making process can be obtained by giving attention to multimodal resources, such as signs, symbols, or popular culture linked to music and embedded video (Androutsopoulos, 2011).

The participant used the word 'cover' in English to indicate that he was singing a song entitled 'Terlalu Manis' (Bahasa Indonesia) with his version. There was an attempt to remake in singing the music from the original artist. 'Cover' is used because it borrows the English language, and there is not yet an exact word from Bahasa Indonesia that can illustrate the case. In the caption, Sundanese is used in 'Si haseum aya wae' and 'Ceunah.' He used 'Haseum' to call someone with a unique name because the participant has an intimate relationship as a friend. The hype trend, in this case, is when he attempted to express his laughing use 'wkwkwk' expression. In Indonesia, 'wkwkwk' is how young adults laugh aloud, and a laughing emoticon usually accompanies it.

English is adopted because it has links with reggae music that is in line with the participant's passion and with Instagram as the social media that the participant uses. He believed that reggae music is one of the international cultures from

Jamaica, and the famous reggae singer is Bob Marley. The songs of Bob Marley use English. It encouraged the participant to adjust English in his caption without abandoning national and regional identity. Additionally, the participant believed that Instagram is an international social media platform. Hence, the participant aimed to balance his self-existence in three areas, namely International, national, and regional.

In the focus of the historical trajectory of the text, reggae music plays a crucial role in the inner side of the text. The participant had big enthusiasm for music, specifically the reggae music version. His expertise was in playing the guitar and being a guitarist for a specific reggae community that continually organizes music concerts from one place to another. Additionally, reggae music is one of the hype music in Indonesia. This music genre developed in Jamaica has English as an official language. In the picture, he held a reggae concert In Bogor. Bogor is one of the cities in Indonesia. Still, when seeing the text that has been created by participant A, he used 'at' as the preposition rather than 'In.' It happened because of the level of English proficiency.

3.2. Participant B

The following data show how the second participant engages in digital language practices. The second participant was 21 years old. His background was studying English literature and living in a rural area with a middle socioeconomic. Besides, he is a Moslem. In the second table, he created captions with eight ways of expression. Despite his educational background in English literature, he used Bahasa Indonesia dominantly on Instagram posts rather than other languages. In daily life, he uses Sundanese dominantly, and Bahasa Indonesia follows it for second place and English for third place. He is more creative in the online social context than in the offline social context as a multilingual person. On Instagram, he adjusted the languages with affiliation to the specific attributes of his life, such as religion, organization, education, national identity, and regional identity.

Table 3. *Language practice of participant B on Instagram*

	Indone- si-an	English	Sundan- ese	Mix Sundan- ese with English	Mix Indone- sian, English, and Sundan- ese	Mix English with Bahasa Indone- sia	Mix English with Arabic	Mix Sundan- ese with Bahasa Indone- sia
Frequency of posts	4	2	1	0	2	0	0	2
Frequency of replies	46	2	22	2	1	1	2	11



Figure 2. *The post of participant B on Instagram*

Translation

[Ow, it seems there is a hungry person there. It's time to take out the super hunger cure.

This is it... The hunger cure is ready to serve. Please enjoy, friend.

So 2+2 = 4 Guys]

The picture is taken from the second participant's account on Instagram. He acted like playing a role as an actor of colossal drama that someone needed his help to heal hunger. In reality, the reader can interpret the caption by considering the semiotic language in the photo. Analyzing a language message can evolve, such as making meaning through symbols or symbol-making (Marshall, 1972). The reader could get the sense of the caption by looking at the photo or a sign in the image. In

the photo, he wore an apron in his hand to indicate that he involves in the consumption team to serve the food. He used the word from Sundanese, 'Salatri' means 'hunger.' Afterward, he used the word 'Kisanak' from Bahasa Indonesia to illustrate he is an actor of colossal drama because 'Kisanak' is the way someone politely calls others in a classic context, it can be referred to as 'friend' or 'you.' For $2 + 2 = 4$, it can be interpreted as suitability with another photo and the word 'guys' is the excellent word among teenagers and young adults in Indonesia.

His language practice aligned with his tendency and interest in a colossal drama that he adapted to express his self-existence in a virtual context. It can not be separated from his affiliation with a particular community which is theatre. He has an active role in the theatre community and performs modern drama or colossal drama. This is the process of how a specific genre of culture is utilized as a tool for expressing thought, belief, and identity. (Sultana & Dovchin, 2016).

The linguistic repertoire that the participants on Instagram used was in various ways. They combined Bahasa Indonesia as their national or second language, English and Arabic as their foreign language, and the rest is their vernacular language, according to the data are Sundanese. The participants were creative speakers and critical thinkers in social media because they build the ability of complex encoding. For evidence, they used many languages to engage with social media, such as Bahasa Indonesia, Sundanese, Javanese, English, etc. The complex encoding was related to their social attribution in detail of affiliation with a particular community, regional identity, national identity, a desire as a world citizen, religion, popular culture, and education. The result is in line with Sultana et al.'s (2014) study. The study showed young adults recycle popular culture's linguistic and cultural features and use various semiotic tools to communicate. Additionally, the study relates to the research of Sultana and Dovchin (2016). Findings have shown that young adults translocalize and transculturate by borrowing voices from cultural texts and crossing language issues.

Another finding has shown that English was dominant to be adapted in the participants' language practice on Instagram. They were very creative in combining

English with their national and vernacular languages. English is frequently blended and interlaced with a speech on social media sites (Dovchin, 2015). English transcends a language's boundaries and offers new metalinguistic and indexical possibilities (Sultana, 2012). In both institutional and non-institutional contexts, English currently plays a significant role (Dovchin, 2017).

4. CONCLUSION

The development of technology is highly increasing in line with the internet and its application in social media. Social media is becoming a hobby and a hype for youth to kill time (Shabir et al., 2014). Since social media is becoming a trend, young adults or generation Z is the most active users rather than other generations because generation Z includes in digital native (Cuponation, 2019). The case leads young adults or generation Z to create various ways to express their existence or interact with other people online through social media such as Instagram.

The analysis through the Transglossic framework reveals the complexity of meaning-making or language practices of young adults in social media. The framework can be utilized to explore the explicit and implicit ideological, sociocultural, historical, and spatial relationships of young adults (Sultana & Dovchin, 2016). Two young adults with specific criteria were chosen to be investigated by using the Transglossic framework and interview. As a result, generation Z was the creative speakers and critical thinker in social media because they built the ability of complex encoding. For evidence, they used many languages to engage with social media, such as Bahasa Indonesia, Sundanese, Javanese, English, etc. The complex encoding was related to their social attribution in detail of affiliation with a particular community, regional identity, national identity, a desire as a world citizen, religion, popular culture, and education.

This study has limitations, such as merely focusing on the one-way communication of the participants without investigating their language practice when interacting with others. Moreover, this study suggested that future research examine participants from various educational backgrounds.

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Exploring Teacher's Identity in EFL Classroom: A Personal Reflection

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ABSTRACT

The importance of teacher identities catches the interest of many scholars. teacher identities are part teacher development as educator. The priority in education has been shifted to maximize the effectiveness of teacher role through developing their identity. Thus, it is a worth conducting a research which investigates. (1) What identity are constructed by teacher in English teaching learning process? (2) What are the factors that influence teacher's identity construction? The trajectory of this study was conducted through narrative inquiry research principles. The participants of this study were a teacher of one private university in Banjarmasin. To collect the data, semi-structured interview was administered. The collected data was analyzed through data familiarizing, decoding, and presenting the data. Finally, the result was presented descriptively. The finding of this study reveals type teacher identities in English language teaching. The data show that teacher identities includes language related identity, disciplinary identities, and context related identities. The data also show that the construction of teacher identities determines by teacher experience during teaching career and practiced-knowledge identity. Teacher experience develop through teacher trajectory of teaching. Meanwhile practiced-teaching skill cover language knowledge and pedagogic knowledge that teacher employ to help conducting effective teaching.

Keyword: teacher identity, narrative, EFL classroom

1. Introduction

The topic of teacher identities receives strong attention in recent language teaching and learning research agenda. A thorough understanding of how teachers see themselves is believed has significant contribution in teaching process. The subject has generally been approached from the perspective of what constitutes both the visible and invisible domains of the work and lives of teachers. The visible side includes what teachers do, for example, classroom interaction, assessment, material design, or task implementation. This is generally represented in the literature on teacher education as the technical or functional dimension of teaching. On the other hand, the invisible side involves more personal phenomena such as cognition, beliefs, expectations, or

emotions. Therefore, the exploration of teacher identity will be fruitful for both students and teacher.

Teacher identity is argued to be constructed as part of the process of learning to teach (Britzman, 2001). This process generally starts when students choose teaching as a professional alternative, even though they already have a clear notion of the meaning of teaching as a result of their experience as learners. Nevertheless, choosing teaching is a vital stage in assuming a new identity as a teacher, which evolves during the time they spend in a teacher education program. This provides pedagogical and subject matter knowledge as well as classroom experience, which are all considered essential factors in performing the teacher's role. Little by little, students then adopt a new identity. Classroom experience is generally planned in the final year as the stage of the practicum. During this time, student-teachers realize the true meaning of teaching as well as negotiating forms of participation and interaction that are fundamental domains of professional identity.

Generally, teacher identities can be defined as the way teachers perceive themselves and the images they present to others in their situated sociocultural contexts. Pennington (2015: 16). point out that identity can be viewed first in terms of the unique set of characteristics associated with a particular individual relative to the perceptions and characteristics of others. Teacher identity is a framework within which teachers build their own ideas about the teaching profession (Sachs, 2005). Therefore, through their identity teachers represent themselves by specific characteristics in particular situation. As process of development, identity concept is determined by professionalism attribute. Beijaard, Meijer, and Verloop (2004) highlighted four elements of teacher's professional identity, stating that professional identity is "an ongoing process" of meaning experiences that connects "person and context," consists of "sub-identities" and needs the exercise of "agency" (p. 122). In a narrower context, these four elements are constituted in Barkhuizen's (2017) conceptualization of language teacher identity, perceiving that identities incorporate teacher's "cognitive,

social, emotional, ideological, and historical” aspect depicted on the process of “being and doing, feeling and imagining, and storying” how they are personally and professionally struggled in social interaction (p. 4). This concept explains the intertwine of identity and teacher professional development.

The priority in education has been shifted to maximize the effectiveness of teacher role through developing their identity. Although several studies had been conducted, it should be noted that the notion of identity among university teacher is require further investigation. Therefore, this study concern on kinds of identity constructed by the teacher and factor that influence. This research is aimed at investigating and exploring the existence of teacher identity in teaching learning process. In order to complete the purpose of this research, many research questions have been formulated: What identity are constructed by teacher in English teaching learning process? What are the factors that influence teacher’s identity construction?

2. Method

The trajectory of this research was conducted through narrative inquiry principles. The study deals with teacher’s identity while teaching English at University level. This research was conducted in one private university in Banjarmasin. The participant of this study is an English teacher. Further, some criteria were administered in choosing the participant of this research.

The participant of this study was selected based on the criteria; (1) participants have been teaching English for two years University level. (2) Participants is teaching at English language study program. (3) Lastly, Participants are accessible and willing to participate in this research. Before conducting data collection process, the participant was invited to attend the meeting with the researcher. The purpose of that meeting was to explain to the participants about the detail of this research including the purpose of this research, process of data collection, and so forth. The data were collected through semi-structured interview. In conducting interview, the researcher develops many interview protocols as guideline for interview session. Before

conducting interview, the participant of this research was told about the purpose of the research. The researcher also explained that the data gathered during interview will not be share to other party. The interview was conducted in face-to-face situation between participant and the researcher.

3. Result and discussion

3.1 What Identities are constructed by teacher in teaching learning process?

In this study, teacher identity is divided into two division which will be discussed subsequently. In this section the foundation of competency of teacher identity will be the main topic to be discussed. The elaboration covers language-related identity, disciplinary identity, context-related identity, self-knowledge and awareness, student-related identity.

Language-related identity.

The existence of identity is related to the teacher's background language and language proficiency. Language pedagogy requires both knowledge about language and specific skill to use the language in classroom. In classroom, teacher usually use English medium of interaction during teaching instruction. Therefore, teachers must have the ability to adjust communication strategies they use.

In university level, language instruction is usually conveyed through target language or in bilingual context since teacher and student might spend the same background language. in such context. The use English as language instruction will be beneficial for both teacher and students. In EFL context where target language exposure is very limited, classroom is the main stage for them to practice their target language. However, it is not easy for the teacher to conduct teaching learning process which uses English in all activities. It sometimes hinders student understanding of teaching content.

As novice teacher, the participant of this research dose has strong confidence of his language competencies. Since, she does not use English as medium

instruction every time she teach her students in the beginning of her career. She claims that it is not necessary if she produce some mistake while using English in her instruction process. She also emphasizes that this is happened only at the beginning of her career. As the time goes by, she realizes the important of using English medium of instruction as learning process. She also become more confident of her ability in English.

As non-native language teacher, I usually feel not confident about my language competencies. I afraid to make mistake when I have to use English in my classroom. By the time being, I become more confident to teach English by using target language in my classroom. Now, I try to use English in my classroom when I teach my students (Elyana; ITRV).

English language needs to achieve certain threshold of competencies to be performed in classroom. The competencies cover language and pedagogic aspects. Richard (2010), in his review, explains that teacher must master particular skill, knowledge, values, and attitude in order to conduct good instruction. Therefore, there are competencies that can help you to be a good teacher.

Disciplinary identity

An identity of language teacher can be shaped by specific knowledge of the content of the field gained not only through experience teaching as a language teacher but also through formal education. Formal education which is connected to language teaching, such as Magister in English language teaching (M.Pd), not only builds relevant expertise, but also creates valuable disciplinary connections, support a career as a language teacher. In certain situation, a good degree will increase teacher's self-efficacy and build their confidence.

To be able to teach in university level, every teacher should hold a Magister degree in language teaching. The degree ensures every teacher have basic knowledge

of being a teacher. basic knowledge includes linguistics knowledge and pedagogic knowledge. The combination of both knowledge creates a balance teaching process for teacher. Teacher know what language aspect or skill are going to teach and how to teach it.

The participant of this research holds a Magister degree in language teaching. She took her graduate program in one of State University in Center Kalimantan. Practically, she admitted that the knowledge she got during graduate program help her much to teach her student. The knowledge equips her with an array of teaching method, evaluation techniques, and classroom management strategies. In short, she feels grateful for having a good degree as a language teacher.

I have an M.Pd degree in ELT. I graduated from one University in Palangkaraya. I took my graduate program maybe five years ago. The first reason I took graduate program because I want to enhance my knowledge of course. I right about that. There are significant differences between knowledge that I got in my undergraduate program and graduate program. I learn much about knowledge in English teaching learning process. For example, I learn many further theories in teaching English in classroom. This knowledge makes me more confident to teach English. (Elyana; ITRV)

Having depth understanding and knowledge of linguistic and pedagogic knowledge is a critical foundation for career journey and can sharpen their identity as a teacher. Linguistics and pedagogic competence can be sharpened by enrichment of knowledge through teaching trajectory and language formal education. The interaction of both processes produce a critical factor that can influence teacher identity construction (Penington & Richard, 2016:9). In short, teacher develops only through experience but also through formal education.

Context-related identity

Different context of teaching learning process particularly requires specific understanding of teaching. New teaching context offer new opportunities and challenges for teacher. New teaching context comes along with fresh teaching circumstances. Many new teachers partner that can offer some new experience in teaching process. On other hand, teacher is required to adapt as quickly as possible. New context teaching usually offer different requirement to the teacher. To be successful, teacher must adapt and reconstruct his/her identity.

The participant of this research has experienced the situation where she had to adapt into new teaching situation. At the beginning of his career, she was accepted in the one of development program in one state university. At this program, she was a part time teacher with less-demanding teaching context. She used to teach in the morning for one class with beginner class level. At that class she taught English for beginning level for student across program study. Recently she was accepted at the one of private university in Banjarmasin. At this university she has a role as full time teacher and teach at English study program. She realizes that she needs to adapt to new teaching environment which more demanding from the previous one.

I teach in the private university now, but previously I also teach in the private university. The two university provide different circumstances t as a language teacher. in state university, I only a part time teacher. it means I don't have really much to do. I also teach an ESP class with beginning level., Meanwhile for in private university, I become full time teacher at English department program. So I need to adapt myself to the new teaching situation. Because I realize it is different from the previous one (Dea; ITRV).

New teaching context usually offer many opportunities and challenges for teacher. Teacher usually have new work culture that is different from previous one. On the excerpt above, the participant realize she came to new university and want to adapt herself. Being a fulltime teacher in an English study program absolutely requires different attitude from being teacher in ESP program.

Another reflection has been made by the participant regarding the nature of student characteristics. In her previous teaching class, she had mostly non-English study program students. The students are from many program studies who are required to learn English as part of the curriculum. Meanwhile at the new teaching class, she has English study program students. Obviously, they have significant gap among characteristics as English language learner.

Because in the private university I teach in English study program, I know that I have different student. I mean in term of motivation and the way the learn. So I have to reshape the way I teach them because the needs also different (Dea; ITRV).

From the excerpt above, we can see that the teacher adjust her teaching process to meet her current students needs. The consideration to adjust her teaching process comes from the fact that students from English study program requires more complicated teaching objectives than students from ESP program. As Barkhuizen & Mendieta claim “different teacher identities are negotiated at different time and different context depending on who they are and what they are doing...” (2020: 4).

Students-related Identity

English language teacher should not only focus on teaching material but also students’ characteristics. Students characteristics gives teacher a valuable indicator on how to design an effective language teaching process in classroom. An effective teaching learning process can meet current students’ need. Students will actively

engage in teaching learning process when the activities can give them something to learn. Thus, teacher takes students characteristics into consideration.

On interview process, the participant of this research explains that students' characteristics are one of significance challenge when she arrived to new teaching context. In the previous university, she taught ESP student with limited interest in learning English because they come from non-English study program. On other hand, when she at the private university she teach student from English study program. Therefore, the students are different in term of motivation and needs.

The participant explains that in new teaching context the students are more motivated than students in her previous university. The participant claims that it is easier to teach student when they have strong motivation to learn. Motivation will influence the way student perceive they teacher and what they have in their classroom. Student with strong motivation usually are willing to engage in learning activities. Besides, they are willing to invest more time and energy in learning inside and outside classroom.

Another challenge that the participant has when she move to new teaching context is student needs. There significant array of different need between student form students from non-English study and program English study program. The first usually are required to learn basic English or English skill that can support their learning trajectory in their program study. There is no need to learn advance knowledge of English. Meanwhile the latter, are required not only English knowledge but also have to learn pedagogical knowledge. Since, they are going to be an English teacher. Therefore, the teacher should provide a learning situation that can help them to achieve those competencies.

When the first I arrive at my new university, I realize that I am going to teach a new learning classroom. I don not have experience to teach English students before. So I need to carefully plan my teaching learning process. I also need to perceived this

new learning environment differently from the way I used before (Dea; ITRV).

The aforementioned excerpt show that teacher identities are dynamic and shifting construction which are influenced by social and context. Farrel (2009) states that teacher experience is co-constructed institutional culture where they belong to. On their study, Varghese (2005) found that teacher-student relationship is among the factors that potentially teacher construct in the future. Therefore, teacher identities are socially and contextually negotiable and constructed.

3.2 What are the factors that influence teacher's identity construction?

The following part explain many factors that influence the construction of teacher identity in teaching learning process. Using abduction principle, the following discussion mainly refer to Barkhuizen & Mendieta (2020) concept. The following discussion includes experience and history factor and classroom practice factors.

Experience and History Factors

Teacher experience and history are developing through their career. For many, their experience and history of teaching begin when they are in pre-service teacher when they have practicum in their course. The experience they have during pre-service teacher can be different from what they are in-service teacher. It is quite obvious that many teacher programs fail to fill the gap between pre-service teacher and in-service teacher world. Thus, the gap could change teacher identities.

Teacher history or experience is perhaps the most influential factor in identity construction. On her interview, the participant of this research admitted that how she perceives language teaching during pre-service and in-service is different. The discrepancy comes between the imaginary teaching learning process and the reality. She emphasized that the ideal teaching learning process that exist in referential book does not always come in real classroom. the same thing happened to ideal imaginary

teacher profile that she had before teaching career. In nutshell, teacher identities dynamic poses strong correlation with what happened in teacher career.

I have been teaching for several years but not too long actually. During this time, I found many bittersweet memories as a teacher. Teaching is simple as it is written in the book. I ever feel frustrated because I am not able to handle one of my students (Dea; ITRV).

Practiced Teaching Skill

Every teacher is equipped with an array of teaching skill that are implemented during teaching practice in classroom. For English language teacher, the types of teaching skill include language teaching and pedagogic teaching. Well implemented of those skill will result an effecting act of teaching. Yet, different context requires different teaching skill.

Practicing particular type teaching within different context makes teacher more flexible to adapt new challenge or circumstances. A degree of successful in being flexible is in line with teacher language and pedagogic knowledge. Teachers need to integrate various knowledge in teaching learning process. Flexible teaching is a product of internalizing what teacher have learned and suit it to specific context. Being flexible and adaptive to select particular strategies to teach build teacher confidence.

I teach English in my previous university but it is not English class, I mean the student not from English student. Because it a language development program, every teacher teach base on fix curriculum with given teaching material. So I just vary the strategies or activities in class room. I try to vary kind of teaching strategies that I use in classroom meeting to meeting. It is different when I arrive at my new university. I teach English student there. Of course there many differences

in how I teach in my new university compare to my previous. New curriculum, student need, student competences for example. But it ok, I am ready for that and I can adjust my teaching strategies (Dea; ITRV).

The aforementioned excerpt shows during classroom interaction teachers develop their as personal and social figure. Pennington & Richard (2016) highlights “Internalizing what has been learned in course and teaching practice build confidence in new teacher ...” (p.16). Teacher will reflect on what to pick up from their knowledge to conduct the best practice. Reflection on practice leads teacher identities evolvement.

4. Conclusion

This study aims to identify types of teacher identity and factors that influence it. Type of identities that posed by the teacher are related to how they perceive themselves as language user. Further, teacher identities are also sharpened by the disciplinary they have as a teacher. The higher their status of disciplinary, the better their confidence in teaching will be. Besides, teacher identities are constructed in a classroom as where social interaction happened between teacher and student. Practically, student characteristics define how they way teacher perceive teaching learning process.

The finding of this study confirms that teacher identities are not entity but rather a dynamic construction. Data analysis shows that teachers’ experience and practiced-teaching knowledge play important determiner in teacher construction. Teacher identities develop through teaching experience most teacher have in their teaching career. During his trajectory, teacher might have different teaching situation which enrich their experience. Teacher identities are also influenced by teaching knowledge or skill that the teacher practice in classroom. Different teaching context offer variation in students’ characteristics which require teacher creativity in choosing teaching strategies or activities in order to conduct effective teaching.

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THE USE OF HYBRID TEACHING TO TEACH ENGLISH IN VOCATIONAL HIGH SCHOOL

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ABSTRACT

This paper describes the implementation of Hybrid Teaching which has just been applied to Vocational High School students in Yogyakarta. This paper also explains how the Hybrid teaching system is a combination of online learning and face-to-face learning. To explain further, in this paper there are two comparisons between Hybrid Teaching and Online Teaching where the two teaching methods are related to each other. The comparison includes the advantages and disadvantages of the two teaching methods, both in terms of material and the impact of the two teaching methods.

Keyword: *Online Learning, Hybrid Teaching, Comparison of Hybrid Teaching and Online Teaching.*

1. INTRODUCTION

Responding to the pandemic situation of language learning, demands both teachers and students to make innovations in advancing the teaching and learning process. This pandemic has made many teachers and schools look for the best way to carry out effective but safe learning by maintaining health protocols. One of the best ways is with Hybrid learning. Hybrid pedagogy is a teaching method in which technology combines with teaching activities in the classroom and outside the classroom to create an effective classroom atmosphere. If learning is online learning, all students and teachers do learning through full technology without face-to-face, it is different from this Hybrid technique. Hybrid teaching techniques are often referred to as learning techniques that reduce 'facetime' where this is done by dividing some students in class and outside the classroom but all of them are connected to technology (platforms via Zoom or Google Meet which are often used for online learning). With the Hybrid teaching technique, online learning that already has various kinds of negative and positive impacts can be handled better. For example, during online learning, students experience boredom and lack of motivation in learning, plus interaction with teachers which makes students want face-to-face learning more because they are also considered to understand the material better if taught by the teacher directly. In the case that I experienced while

teaching, students lacked the motivation to learn and did not understand the material taught by the teacher. But when some of them do face-to-face learning, students show more enthusiasm for learning and understand the material being taught. As a pre-service teacher who has gone through the practice period and has implemented this, Hybrid learning has proven to be more effective than online learning. It is hoped that in the future more research will discuss the shortcomings of this Hybrid learning technique in the hope that the learning world will continue to advance and innovate.

1.1 Teaching Context

Since the odd semester of the academic year 2021/2022, the ministry of education has issued A Letter of Consensus from five ministers about hybrid learning NOMOR 03/IB/2021/NOMOR 384 TAHUN 2021/NOMOR HK.0 1.08/MEN/ES/14242/2021/NOMOR 440-717 TAHUN 2021, the local government of Yogyakarta also implemented hybrid learning in all stages of schools. It was from elementary until senior high school level.

Because of this policy, the realm of education in Indonesia faces new challenges regarding new ways of learning, namely using the Hybrid method. This method has long been used in other countries, especially developed countries, while in Indonesia it is still a new thing. The challenges affect both teachers and students. For example, from the students' point of view, they are required to be able to balance the use of traditional (face-to-face) learning with the use of technology. Meanwhile, the teacher must be able to find a way how the two traditional methods and technology are in line so that students who study face-to-face and at school both understand the material. Regardless of the challenges, I see more opportunities through Hybrid teaching. From Hybrid teaching, teachers can optimize face-to-face learning with existing technology. If students do not understand learning during online learning, then when it is their turn to go to school they will study directly and ask questions directly with the teacher in class. Teachers can also measure students' understanding during home learning whether they understand the material being taught or not.

Especially during this Covid 19 pandemic, Hybrid teaching is a complementary solution to the drawbacks that exist in online learning.

After going through more than a year of the pandemic, the Vocational Highschool decided to do Hybrid learning in the hope that this learning would be much more effective than online learning. The condition of the school is considered to be quite supportive of Hybrid learning, but for students who get face time in class, learning is a little disturbed due to difficulty in signaling. So I will do teach using a projector screen in class (for students who study face to face so that students can see the zoom screen/google meet together with other students) but when I tried class facilities such as existing projector screens, unfortunately, due to almost two years the class facilities were not properly cared for during the pandemic, the projector screen was finally damaged and can not be used. This is a little troublesome because I have to share material through google meet as a platform that is used with all students in the class including those who are face to face with me. Finally, I took the initiative to ask them to join friends who have an internet quota to study together.

This Vocational School has various majors such as beauty, culinary art, tourism, and hospitality majors. In a teaching opportunity yesterday, as a pre-service teacher, I received a hospitality class for my teaching practice. The class I teach is at the CEFR A2 level, but some of the students are highly motivated to learn. They are dynamic competence-type students because they prefer discussions about subjects outside the lesson but still contain elements of existing learning materials. Even so, the school still requires students to be able to master English properly so teachers must be able to motivate students to continue to increase their interest in English.

1.2 Comparison of Online and Hybrid Teaching

On my first-day teaching, I had the opportunity to teach online because the school was having an event at the library (the library became my office and my friends were pre-service teachers) so I taught at home. When I teach online, there is not a single response given by them to me. Even at the beginning of the greeting

they did not respond at all, I finally decided to continue the class even though there were only one or two students who responded by opening their microphones when I was having a discussion. At the end of the class, one of the students responded to me and said that the class was over. They seemed to be waiting for my time to end the class without paying any attention to my lesson at all. I ended the class because it was finished and the material I presented had also ended earlier, but I was waiting for a response to have a discussion but they did not respond to me at all. The class ended ineffective because I couldn't reach out to my students about what they were doing and how they were outside.

During my second teaching, I was given the opportunity to teach a class for the first time using the Hybrid system. The school provides a policy to start Hybrid learning and requires teachers to come to teach in class. In terms of teaching, I as a teacher prepare the material that was taught yesterday to be re-taught in this class. In class, I teach by connecting students in class and at home with internet devices via Google Classroom. During teaching, the children in the class tend to be more active and pay attention to the teacher and they even participate in the discussion when I ask for a discussion at the end of the material explanation. Meanwhile, the children at home did not respond at all to the material I conveyed. I tried to get them to respond to my question, but still no response. I decided to continue to explain the material being taught and said that for students who did not listen to my explanation during class, I would provide a video recording. Students in the class said that there were many obstacles they experienced while at home, one of the most common being signal difficulties. Although the children at home could not follow the lessons in class well, the class that day ran smoothly until the end.

After I understood these conditions, I decided to make face-to-face learning more effective in the classroom with the Hybrid method. But the students who were at home did not respond at all to what I explained, even just answering greetings at the beginning of the meeting they did not respond. Finally, I decided to get closer when they did face-to-face learning in class alternately. The Hybrid method is quite effective because students who are taught alternately come to

school. For example, the first meeting of 15 students came to school to study face to face with the rest at home, the next meeting who studied at home was last week's meeting to study at school. Although late in pursuing the KD target, the material taught was much more effective and conveyed. This proves that they need a teacher figure to directly guide them in class so that the lessons delivered are more understandable.

Responding to the problems above, I can find some comparisons that I can conclude between Online Learning and Hybrid Learning, which are as follows.

Comparison Disadvantage Between Online Learning And Hybrid Learning	
Online Learning	Hybrid Learning
1. Online learning is a learning system which is distance learning by adapting non-traditional learning which is an amalgamation of technological interactions, (Benson, 2002).	1. Hybrid learning is divided into two focuses, namely face-to-face learning (traditional) and learning using technology (modern) but both are related, (Linder, 2007).
2. The material or content taught is limited because it is based on an internet browser, especially for material that uses videos, (James, 2002)	2. the material or content taught using online streaming media and powerpoint materials by combining face-to-face small group discussions (hybrid teaching workbook, 2020)
3. in group discussions, teachers experience 'real time' communication limitations caused by the lack of tools to support face-to-face and asynchronous online interactions (Curtis and Lawon, 2001)	3. in group discussion, the instructor acts as a facilitator who must be able to know how to effectively manage and facilitate online and face-to-face discussion and interaction learning (Skibba, 2007)

2. METHODS

A. Setting and Participants

The setting of this study was conducted in one of the State Vocational Schools of the students majoring in hospitality tourism located in Yogyakarta. The number of students involved in the study was 32 students of tourism and hospitality major grade 12 and one pre-service teacher. The role of the pre-service teacher in this study is to maintain the classroom

between online and offline learning in the class to order all of the activities learning could run smoothly.

B. Data Collection

The data were collected through screenshots of Zoom meetings and screenshots of Whatsapp group chat when teaching. This data collection aims to compare the two learning methods that are discussed in this paper.

C. Self-Observation Study

Through self-observation study, I as a pre-service teacher understand my student's characteristics so that I become a reflective teacher. I didn't easily give up the conduction and kept trying to find the best teaching approach for the students. The reason is that the Hybrid teaching method is still newly implemented in Indonesia and still has its own challenges. Another reason is that online learning that has been carried out since the beginning of the pandemic until now has turned into hybrid learning, both of which have advantages and disadvantages that will become the realm of further research.

3. RESULTS AND DISCUSSION

3.1. Building communication and interaction with the students through online platforms

When I first started teaching, I did a self-introduction with the help of the subject teacher, Miss Ana. The children responded to me quickly and I did introductions because during the next 2 meetings I would replace Miss Ana to fill English lessons.



Picture 1.1 Introduction Myself to Students by Whastapp group class



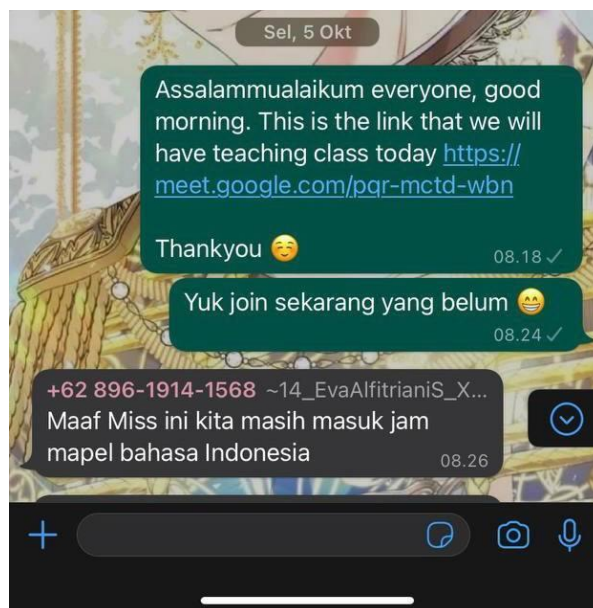
Picture 1. 2 My Introduction to Students in Whatsapp group class

Although not many responded, the students in the Whatsapp group class showed respect and greeted me even though Miss Ana had to tell them to respond again. I can conclude that these students must be given encouragement first to do something the teacher ordered. I use Whatsapp stickers and emoticons to show that even though I'm a group taught the class doesn't need to be too tense and they can freely think of me as a fun teacher.

3.2. Multiplying the learning platforms and learning materials

3.2.1 Learning platforms and learning materials for students at home

Since there are students at school and at home, learning continues through online media platforms. That's how the class goes on. However, because I didn't come to the school, I still used the online teaching method.



Picture 2.1 I started the subject according to the hours determined by the school but due to a clash of hours, so I have to wait for the previous lesson to finish

On my first-day teaching, I got an online class that I organized via Zoom. I chose the Zoom platform to make it easier to save video records, but many of the students haven't downloaded the application. There are several obstacles such as students who don't have a lot of load on their cellphones to download the application, some don't respond at all, there are also other problems such as the

signal experienced by students, making it difficult for some students to join Zoom classes and also my personal limited Zoom (I do not know why I can't use Zoom campus email) so I have to make two learning links. The last problem is class clashes experienced by students. Because the teacher suddenly told me that there was a change in hours and classes so that their subjects collided with each other, I had to wait for them to finish the previous lesson. As a result, my subject which was supposed to be 2 hours, became 1 hour because the previous subject teacher had not finished giving lessons to their class.



Picture 4. I use Zoom meeting but many students don't have the application

The obstacle that I encounter a lot is that students do not use the Zoom application much. So far they have been learning with the Google Meet application, but because I had to use the Zoom application, some of them had to download the application. This causes many lessons to be delayed and eventually take up enough time.



Picture 2.2 Students are having problems with their phone memory storage

The next obstacle is that some students also don't have enough memory storage on their cell phones, so they have to join friends who are in class with them (for students who are in school learning face to face).

After experiencing various obstacles, the class finally ran smoothly. However, during class, there was no sign of them responding to what I taught. Some are due to signal problems, some are not really paying attention, and some of them are. Previously, I asked if last week they studied the subject I teach, namely the Job Application Letter. They have studied this subject and only received a brief explanation from the subject teacher. I thought maybe they could be discussed at the end of the explanation, but because they didn't respond to what I said I had to explain the lesson again until some of them responded.



Picture 2.3 I taught a Job Application Letter and showed them the picture to stimulate them to think and guess, but there was no response.

The lesson I teach is a Job Application Letter. I provide a picture that shows it is about Job Vacancies. However, no response was given. It took me several times to

ask before some of them showed that response. This proves that when learning online they can't be cared for properly because some of them may not pay too much attention to the lesson. To achieve the desired Basic Competence, of course, this cannot be done because the students from the beginning did not interact well even though I tried to attract their attention with pictures and examples from the Job Application Letter to start a discussion according to the Basic Competence target.

3.2.2. Learning platforms and learning materials for students at school



Picture 3.1 Class Atmosphere When Hybrid Learning, only some students enter school

The following week, I taught at the school for the first time as well as experienced the Hybrid teaching experience. I teach lessons at the 5th and 6th hours, but before the 6th hour, there is a short break. My class started teaching as usual by using technology, namely Google Meet as a liaison platform between students at school and at home. Before explaining the lesson, I asked them if they had understood the subject of the Job Application Letter. I was very surprised when they said they did not understand this lesson, even though they had received this lesson for 3 meetings in 3 weeks. I can conclude that they do not understand the lesson even though the teacher has explained it many times online. Finally, I explained again the subject of the Job Application Letter from the beginning of the material and invited them to discuss what job they wanted, what kind of hotel they wanted to work in, what plans they wanted to do after finishing this Vocational

school, and other questions they asked. related to the Job Application Letter material. At the end of the class explanation when discussing it showed that students at school are very enthusiastic about discussing this lesson, while students at home still don't respond to anything and tend to answer as needed.

I can conclude that direct interaction can make students much more active and the class becomes effective. The achievement of Basic Competence is also successful by making students conduct interactive discussions with the teacher. At the end of the class, even though the class was over, two students in the class approached me again and discussed the differences between a Job Application Letter, Curriculum Vitae, and Portfolio. They are also very enthusiastic and feel that thinking about their future career is very important so they feel they need to know what are the differences between the three types of cover letters. I can tell that the students in this class need a direct teacher figure to interact in real life so that if they want a discussion or just ask a question they will get the answer directly from the teacher.

4. CONCLUSIONS

4.1. Conclusion

The use of Hybrid teaching has a good impact on students in terms of building motivation, real interaction, and class discussion. Through this teaching method, many students experience learning progress because they get a direct teacher figure so that if they want to ask questions or just discuss lessons they can do it directly. Through this method, teachers can also check further whether they have understood the previous lesson or not so that when they have the opportunity to get a lesson in class, the teacher can repeat the lesson they have not understood. In addition, students can also strengthen their relationship with friends in class, discuss directly with their classmates, and also ask questions directly with the teacher in class. The level of boredom they feel during online lessons can be overcome by learning directly in class and meeting face-to-face with peers or teachers. Their understanding of the subject is even more improved than when they study online at home.

4.2. Recommendation

After going through a period of practice and internship, as a Pre-service Teacher, that has used the Hybrid teaching method, this experience cannot be forgotten and is still very recently implemented in Indonesia, especially vocational schools. I can conclude that, in Vocational Schools, academic abilities, especially in English lessons, are not so highlighted because they have to master skills in non-academic fields, such as procedures such as receptionists, beauty procedures, cooking procedures, and so on. Therefore, this is our challenge as teachers and we must optimize our teaching using this Hybrid method to complement the lessons they do not understand, at the same time encourage them to like learning English and can speak English well even though they are not fluent. As educators, we not only have to build interactions with students, but the achievement of learning comprehension targets also needs to be considered more deeply to create a generation of quality Human Resources.

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STRUGGLE AND STRATEGIES FACED BY VOCATIONAL HIGH SCHOOL DURING THE COVID-19

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ABSTRACT

This research aims to describe, explain and analyze the struggles and strategies faced by Vocational High School during the Covid-19 in Vocational High School Pringsewu. The subject in this study was an English teacher of Vocational High School Pringsewu. The research method used is descriptive qualitative. Observation, interviews, and questionnaires were used for collecting data. The results of this study indicate that teachers applied online teaching techniques to meet the requirement of teaching English in both practice and theory based on the syllabus. During the implementation, teachers experienced limited ability in explaining material to students, not all students understood the material presented by the teacher. The teacher did not know the students' abilities and characters. The strategies used by teachers in online learning have not been maximal and effective.

Keywords: *Teacher Struggle, Teaching Strategies, The Covid-19*

1. INTRODUCTION

Since the Coronavirus spread in Indonesia, it has caused the government to immediately take firm action to prevent its spread more widely. Minister of Education and Culture Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of educational policies in the emergency period of the spread of Covid-19. This Circular of the Minister of Education and Culture provides an appeal to study from home through online learning or distance learning (Kemendikbud:2020). This policy is of course not only happening in Indonesia but also throughout the world. Some of the effects of the Covid-19 pandemic on the world of education that can be mentioned include the widespread closure of schools, ranging from early childhood education, primary and secondary schools to universities. Instead, a distance learning system was used and opened an online education platform that schools and teachers could use to reach students remotely and limit barriers in carrying out education.

The Covid-19 pandemic situation made things unprepared. The Covid-19 outbreak has spread rapidly all over the world, giving effect on human life, including the education system. In the COVID-19 epidemic, the education system in Indonesia

has been changing (Lestiyawati and Widyanoro 2020). Teachers are required to be able to organize daring/online learning. Not all teachers are ready and able to organize online learning. It should be realized that the unpreparedness of teachers and students towards online learning is also a problem (Taradisa, Nidia., Jarmita, Nida. 2020). When learning in school, the teacher delivers the material directly in class, explains the material in detail from beginning to end, and can directly monitor the level of student understanding of the material presented. If students do not understand, sometimes the teacher allows questions, but during this online learning, the teacher has difficulty in the process of monitoring student learning progress. The material presented is not optimal because it is through videos, photos, or written summaries so it will have an impact on students who will have difficulty understanding the material. The implementation of government policies on online learning initially posed obstacles.

In practice, teachers and other educators try to use science technology to solve distance learning problems by providing materials and assignments to students online. But it doesn't always go well. There are many obstacles to its implementation. Another portrait was the unpreparedness of teachers and students on online learning was also a problem. The transfer of conventional learning systems to the online system suddenly (due to the Covid-19 pandemic) without mature preparation. Finally, several teachers were unable to follow changes with technology-based learning and information (Annisa 2021). Online learning in its implementation has problems. The first obstacle is: The lack of facilities students have when learning online because not all students have computers or smartphones as learning media using online, the second obstacle is the limited signal that can hinder the teaching and learning process in online learning, the third obstacle is the lack of understanding of students when carrying out the online learning process because students do not understand the learning delivered by the teacher because it is not face-to-face and the teacher has difficulty monitoring student learning progress, the fourth obstacle is the internet quota that cannot be reached by all students, the fifth obstacle is that sometimes the tasks given by the

teacher are not done and collected on time, the sixth obstacle is that students quickly feel bored in online learning if students feel bored the teacher must think of strategies for how to get the child out from his zone of boredom. Learning strategies are needed as instruments and solutions for the transfer of knowledge to students. The role of teachers as educators and also as a means of knowledge transfer is highly expected through relevant and effective learning strategies, choosing the right strategy is a matter of educator effectiveness (Ayu, Erlina, and Rafid 2021). Teachers need to be creative in creating attractive online learning for students. Therefore the teacher becomes difficult in carrying out this online learning process. Teachers are expected to continue to motivate children to learn so that they are still enthusiastic about learning even in a pandemic atmosphere. The teacher as one of the learning objects must be able and required to play an active role in the formation of student motivation so that they are still able to absorb what has been done in the teaching and learning process (Sukitman, Trizid 2020). Every student wants to learn calmly and be easily understood in the online learning process. However, teachers are also confused about how online learning can be implemented without any obstacles and not become a burden for students. Byun & Slavin (2020:665) also found that although school facilities are adequate and the national curriculum facilitates online learning very well, the educational inequality that each student gets is also caused by family influence and financial problems that interfere with the learning process.

2. METHOD

The Design of this research is descriptive analysis in the form of qualitative descriptive research. A qualitative approach is used in this study to describe the struggles and strategies faced by Vocational High Schools during the Covid-19 pandemic.

Research Aim

The study mainly aims at aims to describe, explain, and analyze the struggles and strategies faced by Vocational High School during the Covid-19 in Vocational High School Pringsewu.

Sample and Data Collection

This study employed qualitative research. It seeks to probe deeply into the research setting to obtain an in-depth understanding of the way things are, why, and how the subject in the context perceived them since it is qualitative research. The data was gathered from Vocational Schools in Pringsewu. The research subject has randomly aimed at the teachers chosen from SMK YPT Pringsewu, SMK Muhammadiyah 1 Pringsewu, and SMK KH. Ghalib Pringsewu. The result were English teachers from class XI at SMK YPT Pringsewu, SMK Muhammadiyah 1 Pringsewu and SMK KH.Ghalib Pringsewu. Research data analysis techniques were carried out by using data reduction, data presentation, and concluding.

Analyzing the Data

In this study, the data collection techniques used were observation, interviews, and questionnaires which were distributed to teachers as respondents. Each respondent was given instructions to describe their struggles and strategies faced by Vocational High School during the Covid-19. All of the results from interviews were taped and transcribed. The transcripts of the interviews were read and annotated with comments and precise descriptive terms, as is customary in qualitative research. In addition, a structured observation form by observing the teaching-learning process using an online platform and a closed questionnaire was used to get information about the real conditions of the struggles and strategies faced by vocational high schools during Covid-19. The analysis used in this qualitative research is descriptive, namely linking one data with other data, then drawing a common thread from these data to obtain a complete picture of a phenomenon researched in depth. The data analysis technique in this study refers to the analysis technique Miles and Huberman's model which consists of three stages, which are reduction of data, displaying the data, and drawing the conclusion.

3. FINDING AND DISCUSSION

Finding

Based on observation analysis, questionnaires and interviews, the researcher concluded that online learning at Pringsewu Vocational High School had been carried out quite well. However, teachers at Pringsewu Vocational High School also had a struggle in teaching English online during the Covid-19 Pandemic. Teachers have limitations in explaining the material to students because learning is done online and not face to face. With online learning, the teacher does not know how capable the child is. Some students do not understand the material explained by the teacher when online learning is carried out, Researcher found that there are still students who do not have smartphones to study, this is a separate obstacle for teachers in providing learning materials online. Looking at the facts in the community today, some parents participating do not have mobile devices (Android) or computers to support online learning, especially for students themselves(Asmuni 2020). The teacher does not know the new students and their characters, the teacher could not know their students, as well as the students, did not know how to contact their teacher well (Salesiano et al. 2021). Some students do not do the assignments given by the teacher and to collect assignments were not on time, even the teacher's number was blocked because they often asked for assignments, finally the teacher called the parents to come to school when they get assignments from their teacher they just copy smart friends and copy and paste from Google. Online learning makes ethics and manners less, only a few students respond when the teacher provides learning materials or assignments via google classroom or WhatsApp, sometimes students are also constrained by quotas and signals, making it difficult to submit assignments. Besides gadget, an internet connection was needed since online learning have to connect with teachers and other students at the same specified time(Salesiano et al. 2021). And Online learning sometimes makes students bored quickly. According to Hakim, T (2010:62) Study saturation is a mental condition of a person when experiencing extreme boredom and tiredness, resulting in a feeling of reluctance, lethargy, lack of enthusiasm, or lack of enthusiasm for learning activities. For this reason, the teachers need more struggle in making students understand and enjoy learning English. During online learning,

the teacher also always approaches students and motivates students to be more enthusiastic in learning online. According to Sobon (2019:53) emphasized that in learning motivation is one of the factors that affect the effectiveness of learning activities because it is the motivation that encourages students to want to do learning activities.

In the implementation of online learning, the teacher uses the Google classroom application, Whatsapp and Youtube. Google classroom is used to fill in the attendance list and provide lesson material, the Google Classroom is the second supporting application for e-learning. It is also a free application designed to help students and teachers communicate and conduct online classroom while WhatsApp is used to communicate with students and parents regarding the implementation of online learning(Lestiyawanati and Widyanoro 2020), besides that the teacher also sends information about online learning via WhatsApp, the WhatsApp application is suitable for beginner online students because the operation is very simple and easy for students to access(Fauzi 2020), sometimes teacher also use email for students to send their assignments. In the implementation of online learning, the teacher uses learning media in the form of learning videos that have been recorded by themselves in explaining the material, learning videos used in learning are always adjusted to the learning material. The teacher also makes videos as creative as possible so that students do not get bored in learning and continue to follow the lesson well. The use of this learning media aims to make it easier for students to understand the learning material presented. According to Majid (2011:19), learning media is a tool used to make it easier for students to understand learning materials.

However, the teacher felt that the strategies given to students during online learning had not been effective because of the large number of students only a few responded to the material and assignments given by the teacher. Determining learning strategies is very important, because the learning strategies used are not just active learning strategies, but must be strategies that bring students to a thorough understanding of the material(Ramanta and Dwi Widayanti 2020). And online learning has not been efficient for students, and teachers hope that online

learning will end soon and students can study as usual and can get material properly, and be able to receive English learning well. It is hoped that online learning can be a good solution to support the progress of learning at home in a pandemic like this. The role of parents at home is expected to be as much as possible accompanying their sons and daughters to study at home (Anugrahana 2020).

Discussion

Struggles Faced by Teacher In Learning English During The Covid-19 Pandemic.

Based on the analysis of the questionnaires and interviews, the researcher concluded that online learning at the YPT Pringsewu Vocational High School had been implemented quite well. In online learning, the teacher always provides material and explanations using videos or pictures. In addition, the teacher always prepares teaching materials by relearning the material to be taught, this is done so that the teacher can master the learning material perfectly. Learning planning is the most important component in the learning process, with good planning the learning process will become more focused and systematic. According to Majid (2011:17), planning can be defined as the process of preparing teaching materials, using media, using learning approaches and methods, and evaluating within a certain period to achieve predetermined learning objectives.

However, teachers at YPT Pringsewu Vocational High School also had a struggle in teaching English online during the Covid-19 Pandemic. Teachers have limited ability to explain the material to students because learning is done online and not face to face. With online learning, the teacher does not know how capable the child is. Some students do not understand the material explained by the teacher when online learning is carried out. Researchers found that there are still students who do not have smartphones for learning, this is a separate obstacle for teachers in providing learning materials online. With online learning, students become lazy in doing assignments, some even don't submit assignments, and they don't collect assignments on time. Teachers can only remind them continuously every week so that they immediately submit assignments. This also shows the limitations of

teachers in checking the level of competence of students as a whole. In the end, the evaluation of learning cannot be carried out optimally. Online learning makes students also get bored quickly. For this reason, teachers need more struggle in making students understand and enjoy learning English. During online learning, the teacher also always motivates students to be more enthusiastic in learning.

Based on the analysis of questionnaires and interviews, the researcher concluded that online learning at Vocational High School Muhammadiyah 1 Pringsewu had been implemented quite well, but the teachers still had difficulties in teaching English online during the Covid-19 pandemic. Teachers have difficulty in delivering material because they do not meet face to face, while online students have not been able to receive learning materials well, students do not follow English lessons, because English for students is not interesting, students do not do the assignments given by the teacher and to collect assignments were not on time, even the teacher's number was blocked because they often asked for assignments. Online learning also makes students lazy and ignores lessons, when they get assignments from the teacher, students only cheat on their smart friends and copy-paste from Google. Online learning makes students' ethics less.

Furthermore, the availability of facilities and infrastructure in online learning at the Muhammadiyah 1 Pringsewu Vocational High School has been fulfilled, both in terms of teacher and students. The school has provided facilities in the form of Wifi, an internet quota for teachers and students. However, in terms of students, sometimes students are constrained by the internet network so students have difficulty in sending assignments. In the implementation of online learning, the availability of facilities and infrastructure is the main thing to support the successful implementation of online learning. According to Barnawi and Arifin (2016:40), educational facilities are everything in the form of equipment and supplies directly, while educational infrastructure includes all equipment and supplies that indirectly support the educational process. In the implementation of online learning, the teacher also approaches students and always motivates them so that students are enthusiastic about learning even though learning is done online.

Based on the analysis of questionnaires and interviews, the researcher concluded that online learning at SMK KH. Ghalib Pringsewu has been carried out well, but teachers also have struggles in teaching English online during the Covid-19 pandemic, such as teachers having difficulty explaining learning materials, because they do not meet face-to-face. There are still some students who do not understand the material presented because the teacher conveys the material in a limited manner. The teacher does not know the new students and their characters. Some students still don't do assignments, online learning sometimes makes students bored quickly. According to Hakim, T (2010:62) Study saturation is a mental condition of a person when experiencing extreme boredom and tiredness, resulting in a feeling of reluctance, lethargy, lack of enthusiasm, or lack of enthusiasm for learning activities. Therefore, the teachers always approach students and work closely with parents so that teachers can monitor student activities during online learning.

2. Teacher Strategies in learning English during the Covid-19 pandemic.

In the implementation of online learning at the YPT Pringsewu Vocational High School, the teacher uses the Google classroom application, Youtube and Whatsapp. Google classroom is used to provide lesson material, while Whatsapp is used to communicate with students and parents regarding the implementation of online learning, besides that the teacher also sends information about online learning via Whatsapp. In the implementation of online learning, the teacher uses learning media in the form of learning videos that are uploaded and shared via Whatsapp or Google Classroom, the use of this learning media aims to make it easier for students to understand the learning material presented. According to Majid (2011:19), learning media is a tool used to make it easier for students to understand learning materials.

In the implementation of online learning, the readiness of students is quite good, they can use online learning devices well such as mobile phones, learning applications, or laptops, but there are still some students who do not have smartphones for online learning. In the implementation of online learning, the

teacher also approaches learning in the form of motivating so that students are enthusiastic about learning so that students remain active in the learning process even though it is done online. The teacher feels that the strategy used in online learning is not optimal because online learning is still very difficult to do. After all, it does not meet directly with students, and online learning is not yet effective for students, and the teacher hopes that online learning is completed quickly so that students can learn, as usual, face to face. directly.

In the implementation of online learning at the Muhammadiyah 1 Pringsewu Vocational High School, the teacher uses Whatsapp and Google Forms. The applications used by the teacher certainly have their respective functions to support online learning in class XI. Whatsapp is used to communicate with students and to send learning videos made through the kine master application and used to send assignments independently to teachers, sometimes teachers chat one by one with students to ask for assignments. While Google forms are used to provide practice questions to students, and Google Classroom is used to submit assignments and learning materials. The teacher also uses learning media in the form of learning videos that have been made or downloaded from YouTube before the learning process takes place, the learning videos used in learning are always adapted to the learning material.

Although learning is done online, learning media is still needed to make it easier for students to understand the material presented and the teacher also makes videos as creative as possible so that students don't get bored in learning and continue to follow the lesson well. In line with A. Kurniawati, et al (2013:14) explained that video media can attract students' attention, increase students' imagination power, increase critical thinking power, and trigger students to participate more and be enthusiastic so that later students can be more active in the learning process.

However, the teacher felt that the strategies given to students during online learning had not been effective because of the large number of students only a few responded to the material and assignments given by the teacher. And online

learning has not been efficient for students, and teachers hope that online learning will end soon and students can study as usual and can get material properly, and be able to receive English learning well.

In the implementation of online learning at the KH.Ghalib Pringsewu Vocational High School, teachers have started to get used to carrying out online learning. Teachers are used to using electronic media in learning, although at first, the teacher found it difficult as time went by the teacher had started to get used to it. The teacher has implemented online learning by implementing several online learning strategies, namely by using WhatsApp. Whatsapp is used because teachers and students are used to using this application in their daily lives. This convenience factor is the reason why Whatsapp is used for the online teaching and learning process at the KH. Ghalib Pringsewu Vocational High School. Whatsapp facilitates communication between teachers and students during the learning process such as discussions, sending learning videos, giving assignments, and online attendance. Besides WhatsApp, the teacher also uses Google Classroom. Google classroom is used to submit learning materials and assignments. In addition, teachers also use YouTube. After the video is uploaded to YouTube, the next step is the teacher sharing the link via Google Classroom and instructing students to watch and understand the video for the next assignment.

The learning videos provided by the teacher are made as attractive as possible so that students are interested in participating in this online learning process. The teacher also uses simple and easy-to-understand language so that students have no difficulty in understanding the material provided by the teacher. According to Sopian (2016:96) teachers in carrying out their duties must have a set of abilities in the field to be delivered and must have mastery of the material so that it is easily accepted by students which include the ability to supervise, train, and have professional and social skills. During online learning, teachers also always work closely with parents so that teachers can easily monitor student activities. And the strategies used by the teacher for online learning during the Covid-19 pandemic

have been quite effective for students, the teacher hopes that students will have their creativity and innovation to learn without waiting for the teacher to tell.

4. CONCLUSION

Based on the results of this study, it was concluded that the implementation of online learning at Vocational High School in Pringsewu had been implemented quite well. However, the teacher also has struggles in teaching English online during the Covid-19 Pandemic such as teachers having difficulty explaining learning materials because they do not meet face to face, Teacher does not know new students and their characters, Students have not been able to receive learning materials well while online, the teacher does not know the child's abilities during online learning.

In the implementation of online learning, the teacher uses media in the form of WhatsApp, Google Classroom, and YouTube. Teachers use Whatsapp more often to communicate with students and their parents, besides that, teachers use Whatsapp to share information related to learning. The teacher also uses learning media in the form of videos that are made as attractive as possible which aims to make it easier for students to understand the material. In the implementation of online learning, the teacher also uses an approach with students by motivating them so that students remain enthusiastic about learning during online learning. However, the strategy used by the teacher is not optimal, the teacher does not know the child's abilities during online learning.

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The Struggle of Woman Emancipation in the Movie “On the Basis of Sex”: A Feminist Criticism

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ABSTRACT

As stated in the theory of reception that literature including movie reflects real world, this research tried to unveil social phenomenon within movie entitled “On the Basis of Sex”. To conduct the analysis, Marxist feminism is used as a theory. The method used in the study was descriptive qualitative method in which the movie script is the main source of the data. The result of the study showed that women did the struggle against discrimination and domination of patriarchy in some aspects, such as job and occupation, law, social environment, and cultural structure. This is a very interesting movie that brings the issue of discrimination, oppression, localization, commoditization and the struggle to get rid of them and to establish women emancipation. The movie succeeded in portraying those social problems. The viewers of the movie could be aware of those issues. Men should be aware that they must look at women equally. Furthermore, women also must struggle for their right. Women should be independent. Ruth is the best example of how women should do. We must fight against anything to establish women emancipation, even we have to fight the laws that are discriminative.

Keywords: Marxist, feminism, emancipation, movie

1. INTRODUCTION

Art forms in literary works are very diverse, ranging from poetry, books, songs, movies and many more. One of the literary works that many people are interested in is movie. Movie is an audio-visual communication media to convey a message to a group of people who gather in a certain place. The movie that the writer of this analysis embodies On the Basis of Sex is a 2018 American biographical legal drama movie based on the life and early cases of Supreme Court Justice Ruth Bader Ginsburg. Directed by Mimi Leder and written by Daniel Stiepleman. Ruth Bader Ginsburg is a phenomenal feminist figure. She is the Chief Justice of

the Supreme Court of America. He also successfully passed to study law at Harvard. In his time, what he did was part of breaking tradition. Besides, she became a role model for women who took education in the field of law because of the extraordinary career achievements. Ruth is also proof that a feminist as well as a mother and wife can carry out their roles properly, supported by a good support system. In this film, there are elements of feminist issues and conflicts that cause discrimination against women, where the figure of Ruth Ginsburg must maintain the dignity of all women in the world so that gender discrimination does not occur as in the theory of feminism.

Feminism is a theory, which focuses on women ability to maintain their equality through their own actions and choices. According to (Ritzer, 2004) "Feminism is kind of critical social theory which included in social context, political, economic, and history that is facing by injustice people. Feminists argue that society holds the false belief that women are by nature, less intellectually and physically capable than men, thus it tends to discriminate against women in the academy, the forum, and the marketplace. According to (Krolokke and Sorensen,2005), the history of feminism is divided into three waves. Each wave deals with different aspects of the same feminist issues. (Rosenstand, 2006) states that "the first wave generally refers to the feminist movement in Europe and the United States from its early beginning the seventeenth century to the accomplishment of its most urgent goal, the right for the women right". Further (Philcer and Whelehan, 2004) say that "In Britain, the origins of first wave feminism lay in the widespread social and economic changes of industrialization, one aspect of which was the extension of constitutional rights to wider sections of the (male) population.

He also states that "This early feminism was concerned with the education and employment rights of women and with improving the legal rights of married women (Philcer and Whelehan, 2004). One of feminist theories is Marxist feminism refers to a set of theoretical frameworks that have emerged out of the intersection of Marxism and feminism. Marxist feminism is growing up in the second wave during late 1960s and 1970s, in Britain especially. Marxist feminist analysis as the identification of the structural elements that determine the quality and nature of our experience. (Guerin, 1979) states that "Marxist feminist attack the prevailing capitalistic system of the West, which they view as sexually as well as economically exploitative. Marxist feminist thus combines study of class and gender. Regarding the problems appear in the movie, the researcher decided to use Marxist feminist to analyze the movie.

2. METHODS

The writer uses descriptive-qualitative method to analyze the movie. According to Bogdan and Taylor (cited by Moleong, 2010) qualitative method is "a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed"

The main source of the data is a film produced by Robert W. Cort, entitled "On the Basis of Sex". The writer collects the data based on the dialogue, action and scene related to the Marxist Feminism. The secondary data sources are other sources related to the study, such as: internet sources and some books that support the analysis. After the data were collected, there are some steps to analyze them. Firstly, the writer classified and categorized the data. Then the writer presented the data in accordance with the categories. After that, the writer analyzed the data.

3. RESULTS AND DISCUSSION

This movie talks about how women are treated in the United State in term of education, job opportunity, everyday life and even in term of law which is based on real story. The movie talks about oppression, discrimination, hegemony, localization. Besides, it also talks about how the woman try to overcome those treatments; and it is what is called the struggle of women to get emancipation. Let's have a look at the following statement stated by the main character.

"There is a hundred and seventy-eight federal law that differentiates on the basis of sex. Count them. The government did the favor of compiling them for you. And while you're at it, I urge you to read them. They are obstacles to our children."

This statement explains that more than one hundred sex-differentiating laws that will threaten the future of the younger generation, because it exposes many people to economic and human rights threats. Therefore, if there are many laws that differentiate between sexes, the country will have an unstable economy and there will certainly be a lot of cash for violence against women.

This first data taken from the movie related to women emancipation. Ruth, the main character, tries to make everyone read the laws related to differentiating based on gender in order to open the minds of the people around her that the law has a nature deviating from what it should be. It can be concluded that the thinking of the people and the government at

that time was still much closed, and they preferred to preserve the culture from the past rather than changing their stereotypes to make the country more advanced in the field of humanity. With the existence of a law that distinguishes based on sex, it will make justice very expensive for women.

The second datum from the movie that talks about discrimination and the struggle to overcome it can be found in the following dialogue.

Ruth : "Mr. Greene. I want to be a lawyer. I want to represent clients before the court in pursuit of justice. (re: her resume) You can see I worked hard through school. I did everything I was supposed to, and I excelled. I swear it: I'll do the same for you."

From this dialogue above Ruth is attempting to strengthen herself as a woman. She is looking for a way to seek justice for all women, and from what she says, as if to convince someone to make her a lawyer so that she can fight injustice both injustice policies for women and injustice in other legal cases.

The situation shows us that Ruth who is begging the superiors of a legal institution named Greene to accept her as a lawyer in the law firm, she begs to become a lawyer so she can help her client who is in need for justice. Because at that time, there were very few lawyers who could win justice in court, due to deviant laws.

In this section, Ruth ventured to major in law, where at that time very few women were able to enter the world of politics and law.

As what Feminism say, women are not as high as men in term of social status than men and will never be the same as men. In another sense, women will always be subordinate to men and will never be able to argue with that statement. So, to reject this statement, it requires a huge struggle and also requires courage to violate applicable laws, even though sometimes many people underestimate and also belittle those actions to change stereotypes and also change legal policies are impossible.

The stereotype of society is very difficult to change because it depends on their respective and beliefs. Not everyone supports the actions that Ruth does but there are also some people who support her movement.

Women find it difficult to equalize their status with men, because of the applicable law. Furthermore, they will also be threatened with convictions if they break the law. On the other hand, the community does not have the power to fight against these deviant laws, because the government is necessary to pass down the laws that were already in effect at that time.

In the sentence *"I want to represent clients before the court in pursuit of justice"* Ruth wants to try to seek justice for all people before the court. Where at that time justice was still very minimal due to deviant laws, behind all that she learned to understand laws which could be said to be inappropriate to enact. This shows that there is a struggle to seek equal rights based on Feminist theory, which explains that the storyline in the dialogue has the aim of seeking equal rights in law and fighting for justice.

The next data is also a stamen stated by Ruth.

Ruth: "Dorothy Kenyon asked a question: If the law differentiates between people on the basis of sex, then how women will, and men ever become equals? And the Supreme Court answered. They won't. Hoyt lost her appeal. The decision was unanimous: Discrimination on the basis of sex is legal. "

Through this dialogue, we could imply that gender discrimination is legal in society as in the sentence *"Discrimination on the basis of sex is legal"*. This means that gender discrimination that occurs in society is something that is allowed by law and government policy, and it has been recorded in State law where it is allowed for anyone who wants to do certain things in accordance with the law. And according to her, this will be very dangerous for the future of women.

The clause *"if the law distinguishes between people based on sex, then how can women and men be equal?"* Explains that at that time the law did see in terms of gender, and not a few people who also caused a crisis of this situation could harm one gender that could destroy a person's life both in terms of his economy and class as a human being. This confirms that much of the Marxist Feminism is contained in this movie where gender can be a yardstick to ask someone's legal case.

Judging from the plot story, society at that time really needed education about women right, because there were still many who thought that women are destined to obey what was ordered. In this case, patriarchal culture is still very strong

in society, and actions to open one's mind require deep education so that people can realize that the actions they have believed so far are actions which in humanity are not right to do.

The next data can be found in the following statement stated by the main character.

Ruth: "The 14th amendment to the United States Constitution says all people must be treated equally under the law. And yet, there are.. I don't know how many laws like the caregiver deduction that say in effect, women stay home and men go to work. And that it should stay that way forever."

This dialogue explains that there is a policy in which all people must be treated equally and fairly. It is an attempt conducted to eliminate patriarchal culture in America. However, as the time passed by the patriarchal culture is still very strong in society, even today. It took a big effort to get rid of it. By eliminating applicable laws, it does not mean that people will change the view of a culture that is used to it.

In the situation above, Ruth is discussing a case with her client, and makes her client tell the chronology of a problem. Mr. Moritz tells his chronology why the case is still not resolved; many lawyers have asked him to stop the case because they think there is nothing that needs to be resolved, meaning Mr. Moritz doesn't have any cases.

In order to achieve women emancipation, the movie tries to get rid of women localization. The idea that woman should stay at home and not worth to work should be reduced and even removed. Here is the data from the movie.

Roemer: "Let the man stay home and take care of his children. We got work to do."

Here, Roemer wants to challenge the idea that women must do all household chores and take care of children, even though they also have a job, taking care of the house and children is not a difficult thing for women. But Roemer wants a man to try the position of a woman, in which she takes care of the house and looks after children. Also, they have to work after they take care of the house and their children. How difficult it is for women because of the law.

Roemer tried to give aspirations to her friends to open her mind a little that the task of women is really tough compared to men. Because someone will definitely experience death, that's why we shouldn't depend on people. If the man experiences illness or death, his family's economy will decline because there is no more economic source. Therefore, the message in this dialogue is that women need freedom to move freely, and they also have the right to help men to improve their family's economy.

This dialogue also implied that this action was carried out solely to provide an image that has been passed from women to men, small things that were done but were very meaningful for women in that condition. This is a pretty bold and risky action.

Roemer also told her friends that they had to take action to reject the government's policy on discrimination against women. On the other hand, they must think critically and be independent without men. Humans were created in pairs, but not forever. Therefore, as humans we must be independent if our partner has left. Women also have to be strong because they not only bear household burdens but also bear financial burdens if their husbands are not around.

Roemer also forces men to appreciate and respect women more as mothers and their partners, where women can become heroes at certain times in their domestic life. Women are human beings who need to be respected, because without women, men cannot become anything. Even the sacrifice is also large at the time of childbirth and women are entitled to receive treatment like ordinary humans.

Another attempt conducted by Ruth to get women emancipation is changing and fighting opinion and view from student containing discrimination toward women. Even though it is just an opinion, the opinions of men prove the existence of discrimination from various classes.

Ruth: "And he'd like the government to Concede that he did nothing wrong. And to enter into the court record That Section 214 of the Tax Code Discriminates on the basis of sex, And is therefore unconstitutional. "

In this dialogue, Ruth talks about the case that Ruth took for her to handle, because this case will soon be closed and will not be investigated because it is related to gender which must be dismissed due to discrimination from the judge. Ruth tries

to take the case forward and take over by reporting to the court by recording the case dismissed due to gender discrimination.

Here, Ruth wanted to defend an old woman who was found guilty by a judge because she was found working not in accordance with the law applicable to women at that time. And Ruth wants to prove that it is discrimination against women and is included in that article. This case was threatened with closure because the judge decided that the defendant was guilty of the action he had committed. On the one hand, Ruth saw that the judge did not look at the topic of the case but through gender.

Ruth was not trusted and doubted to continue this case, because Ruth is a woman, and many judges have doubts about female lawyers. She also had never handled a case before so her colleague doubted that she could win the trial. But Ruth did not want to listen to other people, and she continued to move towards achieving her goals so that she could fight and also voice harmful things to society.

The action conducted by Ruth to establish women emancipation getting rid of discrimination in terms of gender. Look at the following statement taken from the dialogue in the movie.

"The principle purpose of Section 214 is neither to protect women nor to discriminate against men. It is to provide caregivers the opportunity to work outside the home. Therefore as the Supreme Court did in Levy V Louisiana - this court should fix the law in the way most in line With the legislative intent. Extend the deduction to never-married men. Help all caregivers equally."

This dialogue explains that Ruth is asking the government to improve the current law, because the law discriminates women. As in the line *"It is to provide caregivers the opportunity to work outside the home."* This verse describes the figure of a woman who always works at home and is not given the freedom to work outside the home, therefore Ruth expresses her opinion that women should be given the freedom to work outside the home, because they also need to socialize with the outside environment.

In the line *"this court should fix the law in the way most in line with the legislative intent."* Where the court must improve the law and improve in giving

charges so as not to make the innocent defendant not become the victim of the wrongdoing of the law that was taken to accuse someone. In addition, the government must act decisively to improve the applicable law, and also prosecute judges who have made mistakes in giving charges. Apart from being included in the category of discrimination, this act also violates human rights, because it opposes the rights of human freedom of expression.

Therefore, Ruth tried to win the trial because she would also try to straighten out the deviant charges and she would try to fight against acts of gender discrimination in that case. In addition to straightening the charges against her client, she also tried to straighten out deviant laws from the perspective of gender, because of that Ruth's actions had many pros and cons from several parties and also her fellow lawyer, because Ruth would not be able to change the existing provisions applies in the State even though from the point of view, the law is only for the benefit and not for justice for citizens.

The next action done by Ruth can be seen in the following statement.

Ruth: "There are laws that say women can't work overtime. A woman's social security benefits, unlike her husband's, don't provide for her family after death."

In the dialogue, it can be concluded that there is a law that says women are not allowed to work constantly outside the home, because women also have responsibilities at home, namely, to care for their husbands and children. Therefore, many laws prohibit women from working because women's duty is to take care of the house. In addition, many people think that women do not deserve to be in the world of work because women are weak and cannot think critically to solve work problems. This is very unfortunate because with such thoughts, the dignity of women is lowered.

The statement above is stated by Ruth during her lecture. She explained sex discrimination material during lectures. She explained that a woman cannot work all day because she has other obligations at home and that cannot be left out.

The line "*A woman's social security benefits, unlike her husband's, don't provide for her family after death.*". If this is interpreted with a rational view, the sentence is only to make women unable to move freely, basically if we reverse the

condition, and if the husband dies, the husband also cannot support his family and the family will no longer have any sources of funding their life. Therefore, women should be independent and also be able to help their husbands earn a living for the common needs of the family.

When this happens, the family economy increases because the source of breadwinner does not only rely on one person. When the husband dies, their family's economy remains in a stable condition because there are other sources of income besides the husband. Therefore, such a perception is only for people who adhere to a patriarchal culture, where only men are allowed to earn a living.

To establish women emancipation Ruth also tries to get rid of traditional gender view based on patriarchal culture. Look at the following dialogue between Ruth and Judge Doyle.

Judge Doyle: I have a question. If I understand correctly, you're concerned about men and women being pigeon-holed into certain roles based on gender.

Ruth: Yes. That's correct. Because --

Judge Doyle: Excuse me. That wasn't my question. It strikes me that the caregiver deduction does the opposite. It helps women be able to work outside the home. Isn't that a good thing?

Ruth: But the law assumes it must be women who are supposed to stay at home in the first place.

Judge Holloway: That's the case in every family I know.

In the conversation above, Ruth is fighting for women's rights in court; she feels that women are indeed primarily responsible for being at home and caring for children. Not only that, but Ruth straightened out a law that explained that women must be indoors 24 hours. Ruth's opinion was denied by the judge because, according to the judge, it was a woman's duty as a wife. He also often saw this act in the family and for the judge; it was normal and did not need to be a problem. But Ruth denied this because it was already in the law and it didn't need to be in the law because work at home was a common right, caring for children was also a joint obligation between husband and wife.

It is very hard for Ruth to face her opponent, the judges. She was underestimated by her opponent, but after she ventured and explained according to

the facts, the judge could not say anything and just kept silent seeing that their actions were wrong. While Ruth was explaining a matter, at that time the time to talk had run out. But the judge asked Ruth to continue what she was talking about, and immediately those in the trial became silent because of what Ruth said, finally Mr. Moritz's case will be followed up as the case resulted from sex discrimination.

4. CONCLUSIONS

This is a very interesting movie that brings the issue of discrimination, oppression, localization, commoditization and also the struggle to get rid of them and to establish women emancipation. The movie succeeded in portraying those social problems. The viewers of the movie could be aware of those issues. Men should be aware that they have to look at women equally. Men should not do more discrimination, oppression, localization, and even commoditization. On the other hand, women should be aware of their condition, how they are treated in order to avoid being the victim of discrimination. Furthermore, women also have to struggle for their right. Women should be independent. Ruth is the best example of how women should do. We have to fight against anything to establish women emancipation, even we have to fight the laws that are discriminative.

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Enhancing Learner Autonomy Through Collaborative Learning in Distance Classroom of Morphology Class

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ABSTRACT

Learner autonomy concept appears crucially in amid of pandemic which makes student and teacher do a distance classroom. Students should aware of their learning capability in order to avoid learning loss. Therefore, this research aim to seek how well students apply learner autonomy concept in collaborative learning. Data were taken from morphology class evaluation among 42 English Literature students of UIN Sunan Gunung Djati Bandung which was collected from the google form record which later will be a document. The activities of teaching and learning was held from 6th September 2021 to 25th December 2021 in a distance learning via google meet. There were 42 students involved. The researcher applied document analysis technique in analyzing the student responses toward the learning activity. There were some characteristics that students applied in their learner autonomy and collaborative learning such as independence, confidence, responsibility, creativity and awareness. There were 17 data independence, 1 datum classified as confidence aspect, 15 data about responsibility, 3 data of creativity characteristic, 2 data regarding motivation and 4 data related with awareness. The student in this Morphology class had succeeded in applying the concept of learner autonomy through collaborative learning. They were able to collaborate with peers in group work even though in a distance learning. The success of their learning could be seen from the existence of the autonomy aspects.

Keywords: learning autonomy; collaborative learning; distance language classroom

1. INTRODUCTION

Learner autonomy has been a topic discussion in language learning since 1980s. This topic has been increasing recently in amid of distance learning. As Holec stated in Littlewood (1999) that students should be responsible for their own learning in order to develop their ability. Taking responsibility is including several processes such as choosing learning method, deciding on learning objectives and evaluating progress. Therefore, this concept will associate with self-fulfillment or independence learner. In pursuing a success of learner autonomy, it needs the learners' awareness and recognition toward themselves. Learner autonomy concept will reflect the learner-centered approach and develop the exercise responsibility for their learning (Hurd & Lewis, 2008). The autonomy term points to the learner capability to define the learning content,

determine the learning objective, measure the progress, evaluate the whole learning process and take responsibility of their own learning (Lengkanawati, 2017).

Moreover, the idea of learner autonomy appears crucially in amid of pandemic situation which makes student and teacher do the distance teaching and learning. Generally, the learning and teaching method used the teacher-centered, where teacher delivers all of the information and lessons. Vice versa, in this pandemic era the method has changed and it becomes student-centered because of the learning distance, students should aware about their learning capability in order to avoid the learning lost. This situation is in the same line as Indonesia Curriculum 2013 which views the education as the freedom and opportunity to the learner for managing their learning. As in line with Respati (2019), by applying the concept of learner autonomy, it is able to construct the learner's character such as self-awareness, creativity, self-reflection, and the ability to think critically. Moreover, it will give students the additional value to develop leadership, creativity and innovation (Wiraningsih & Santosa, 2020).

Furthermore, in applying the concept of learning autonomy especially in language skills scope is necessary. The language learner needs to put a lot of effort to make the self-learning activity to increase and improve their language skills, because the language learning in a classroom is not enough to increase the language skills. Therefore, student needs to be aware of their learning activity outside the class without teacher's controlling. In order to make the self-learning goes well, the students need to know first about their language necessity. The more important point that students are competent in selecting the resources based on those language learning needs. The language needs refer to the targeted language practice, such as grammar, speaking, writing, pronunciation, vocabulary etc. There are many activities which students can do to improve the language skills based on their targeted language practice (Chik, Aoki, & Smith, 2018).

The concept of learner autonomy is centered to the student as the object or it is usually said as student learning centered. Students involve actively in the learning activity. Some research found that the concept of autonomous learning has the correlation with a peer-group in learning process. The collaborative approach has been experienced and developed through various educational background from Bachelor's to Doctorate's degree studies since 2002. In this collaborative approach the student will gain the social skills such as communication, managing conflicts and leadership processes (Luzzatto & DiMarco, 2010). The students will involve actively to exchange and share their thought or opinion about the lesson with other students in a group. The benefit of applying the collaborative learning could increase the student ability in a communication. Student will try to communicate with other friends to convey the ide and discuss the material (Respati, 2019). Even though it is the teacher-less teaching, it does not imply that the teacher role vanished entirely. In collaborative learning concept teacher becomes the facilitator not the knowledge provider. Moreover, teacher will orient students to get involved in collaborative learning and guide them to work, express idea, do task and so on by applying the learner autonomy itself in the collaborative learning (Yasmin & Naseem, 2019).

In the previous time, the concept of collaborative learning was setting with a face to face gathering discussion in order to have a space for students to work together. In the contrary, in recent time it has changed. The development of online communication platform provides new opportunities for student to collaborate in a distance learning with the teacher supporting group work The distance learning which supported by the collaborative learning enable student to learn anytime and anywhere. So students are able to study within different locations and times (Roberts, 2004).

As the fact of learner autonomy is fundamental in distance-learning. There were many researches who work in the same concern about learner autonomy. Every research has different main focus, such as observing the challenges which was faced by teacher in promoting learner autonomy in the 21st century learning

(Santosa, 2020), then some research which focusing both on the student and teacher in perceiving the meaning and importance of independent learning (Agustina & Fajar, 2018), and until seeking the attitude toward learner autonomy (Swatevacharkul & Boonma, 2020). This research would try to investigate the concept of learner autonomy in an English class which studied about Morphology. The research will focus on how the student enhance the learner autonomy characteristics and collaborative learning in their study. The correlation of learner autonomy and collaborative learning is needed to be studied in order to create the teaching and learning activity target is reached successfully. Therefore, this research is expected for those especially students to be independence and aware in understanding and applying learner autonomy learner.

2. METHODS

This research used a descriptive qualitative method. It was generally known that descriptive qualitative research comprehend the summarization of events which was experienced by individual or group. Qualitative descriptive tend to describe a naturalistic inquiry (Lamber & Lamber, 2012). To obtain the data, this research used the morphology class evaluation which collected in a google form. The activities of teaching and learning was held in 6th September 2021 to 25th December 2021 in a distance learning via google meet application. There were 42 students in this morphology class. To make the learning activity became student-centered, the lecturer divided them into several group discussions with a certain different topic for each group. Not only did they present the material of the topic but they also need to make such an intermezzo before presenting and opening the discussion. Each group had to make any interesting talk show in presenting their materials. This kind of class activity was done by a group in a week. At the end of the class meeting, the lecturer asked them to fill the evaluation form regarding the online learning and teaching in a semester.

Furthermore, the data collection of descriptive qualitative concern on discovery of the specific events under study. The data collection involved

observations, reports, examinations of records, documents, photographs etc. The data were taken from morphology class evaluation among 42 students of English Literature of UIN Sunan Gunung Djati Bandung which was collected from the record of google form which later will be a document. Then the researcher applied the document analysis technique in analyzing the student responds toward the learning activity. Document analysis is a systematic procedure to review and evaluate document whether printed or electronic material. Document analysis required the data to be interpreted and examined to gain the understanding and elicit meaning (Bowen, 2009). Besides, to obtain the accurate data analysis the researcher watched the recording of the class activity to support the analysis. Furthermore, to analyze the data finding the researcher used several steps such as reading the students' respond, categorizing the data, describing and concluding.

3. RESULTS AND DISCUSSION

The following data is the data finding which the researcher observed from data sources. The data were taken from morphology class evaluation among 42 students of English Literature of UIN Sunan Gunung Djati Bandung. The data observed in this research were based on the characteristics of learner autonomy. There are 17 data related with independence, 1 datum classified as confidence aspect, 15 data about responsibility, 3 data of creativity characteristic, 2 data regarding motivation and 4 data related with awareness.

Table 1 The characteristics of how the students enhance the learner autonomy

No	Characteristics of Learner Autonomy	TOTAL
1.	Independence	17
2.	Confidence	1
3.	Responsibility	15
4.	Creativity	3
5.	Motivation	2
6.	Awareness	4
TOTAL		42

The purpose of learning autonomy with the collaborative approach is to provide students with to work, learn and discuss with one another as a teamwork and to give them the opportunities developing particular skills such as communication and responsibilities when they take a particular roles in a group discussion. In applying the learner autonomy and collaborative learning the students tend to have the characteristics such as independence, confidence, responsibility, creativity, motivation and awareness. The researcher only present several main data which could represent each characteristic due to the efficiency the paper. The following discussion will reveal the students learning process when they applied the learner autonomy and collaborative learning.

A. Independence

Being in a distance between teacher and student will impact to the way of learning. The learners should be independent to understand and seek the learning material by themselves. The student will recognize the material based on their own understanding. Collaborative learning plays the role here. According to Luzzatto & DiMarco (2010) the positive of individual independence can be achieved by establishing the shared group objectives, complementary roles, defining group identity and recognizing all member contributions. After trying to understand the material by self-learning, the student could discuss the understanding toward peers. The students which formed into a group will have their own peer to discuss. Therefore, the student are able to share their understanding and help other group members who could not understand the material. As one of the students in morphology class stated in the following:

My role in my group is the same, all my friends in my group have the same role. There is no leaders and no members. Everyone in my group is a different person with the same goal. We have one vision and one mission. We think of each other as teammates working hand in hand to achieve a common goal. Each of us has our advantages, it then makes us in control. Each of us can be the leader of those advantages.

As the utterance from one of the students, it can be seen that by applying collaborative learning and learner autonomy could help one another for achieving the goals. The student also independence in team management. They

do not need the leader in their team because each of them have enough capability to reach the team goal. Moreover they know what to do in the team, therefore they can do the task confidently.

B. Confidence

It is not enough to encourage the student's confidence in learning only for once time. As Din Kemyer and Dreikurs stated in Lestari (2016) that human is like a plant, humans need encouragement like a plant needs water which supplied continuously. It is the same line to the student. Student will feel more confident to perform their own learning if they are encouraged by using motivating words and wise instructors in a right way (Lestari, 2016). To arise the student confidence, collaborative learning can be the potential way to emerge student's confident. Confidence is the necessary one in delivering and sharing the idea. In making the student divided into a small group will make the shy student encourage himself to be brave in sharing the thought. As one of the students share his experience below:

On talk shows I became a material giver. The best thing that I did, I can speak English without hesitation without being shy anymore. Besides that I can also solve problems that exist in the group, regarding the material that will be brought.

The student's experience above shows that confidence is the important element which student must have. By having a confidence, the language learner could develop their speaking skill fast. Collaborative learning and learner autonomy besides giving a good impact to the student's character, it will help the student to elevate the English skills as well.

C. Responsibility

Due to learning in a group, the student have a responsibility for their share in the task consigned (Yasmin & Naseem, 2019). In collaborative learning every student has his or her own work and it is automatically will become the individual responsibility. Responsibility of individual task will help student improve their

soft skill. As the respondent on the datum following shared his experience when he was a host in the talk-show of his group.

In the talk show, I act as the host. My preparation to become a host started by looking for information on how to become a host who uses English. I look for this information from various sources such as YouTube, Google, and social media. After I get the information I need, then I study the material that I will bring. After I understood the material I was going to bring, I did the exercises several times at home.

Responsibility in learner autonomy can be seen when the students try their best to complete the task. Responsibility also related to other characteristics such as independence and awareness. The respondent has a responsibility as the host in the talk show. Therefore, he tried his best to prepare being a host by looking for information, understanding the material and practicing by himself.

D. Creativity

One of the goals in learner autonomous is to develop student creativity. Creativities among students are various. To arise the student creativity the lecturer needs to provide a space for them to develop the creativity. As the following statement from one of the student said that:

My task in this group work is as a creative medium, I make power points, digital books, as well as animated intermezzo.

To arise the creativity among students, the lecture used the unique way. The lecture divided the students into several groups and asked them to present the morphology lesson in the theme of talk-show. Then, it gave the student to work in a group and collaborate with peer. Students are able to use different supporting tools to make the presentation or intermezzo video become attractive to the audience in the learning class. Therefore, the lecturer facilitate them to create the effective learning activity.

E. Motivation

In learning anything the learner needs some motivation in order to make their learning increases progressively. The difficulties which learner face will become

the challenging thing which could encourage them to develop. As the respondent experienced in the datum below, she had a role in a group as the speaker. She tried her best to be able to maximize her English ability because the speaker will have the responsibility to deliver material well.

In my personal opinion, I contributed quite well in being a speaker where I discussed morphology in ESL/EFL. The reason is because in that case I try hard to be able to show my best ability in speaking English.

The learner successes or failures are related to their learning effort, therefore Dickinson, (1987) stated that to enhance the learner motivation is a conditional on learners taking responsibility for their learning. The motivation factor will become the orientation toward a goal. The motivation will give the student the energy to take responsible for they decide to make an effort, a willing to sustain the learning activity and how hard they are going to pursue the goal (Mallipa, 2018).

F. Awareness

Learner awareness are crucial to be in autonomous learning. The approach to develop learner's awareness is divided them into a group work. Peer interaction will promote reflection on language learning, whether in face to face situation or online situation (Arnó-Macià, 2017). The success of learning autonomy is to make the student aware of their learning. The awareness of the learning process can be seen when the student knows what they need toward the studying. Moreover, if the student knows about their weakness and strength toward what they are studying comprehensively, it will be much better for them. After recognizing the weakness and strength, they should try to maximize their strength and fix the weakness becomes the strength. As the following datum finding, one of the students in morphology class had experienced when she realized that she could not understand the material. In collaborative learning, the student who has the lack understanding toward the lesson will be helped by other students. As what the student said:

As the first speaker, of course, what I have to prepare is an understanding of the material that I will convey so that the message in it can be well received

for others. And of course I didn't just do it once or twice to understand it well. In fact, in the material I had some difficulties, especially because the material brought up the mention of the name of the disease in Sundanese, which because I am not a Sundanese I did not understand how to pronounce it correctly. However, my group of friends who are native Sundanese helped me, making it easier for me.

The case of the datum finding above is about the student who became the speaker. She is aware of her duty as the speaker in her group. Before delivering the material on the online class presentation, she tried to understand the material, but she could not understand it because the material was related to *Sundanese*. Due to the collaborative learning, she got a help from the other friends to share the understanding. In this case, collaborative learning has a success role to facilitate student to be more active in sharing and helping one another.

4. CONCLUSIONS

The researcher concludes that the student in Morphology class has succeeded in applying the concept of learner autonomy through collaborative learning. They are able to collaborate with peer in a group work even though in a distance learning. The successful of their learning can be seen from the existence of the aspects of learner autonomy such as independence, confidence, responsibility, creativity, and awareness. Besides, the lecturer succeed in creating the class atmosphere as well. The lecture tried to seek students' ability by divided them into group work to enhance them to be autonomous learner. As the last, the concept of learner autonomy should exist in student soul for a long time learning process. Overall, the concept of learner autonomy and collaborative learning has a lot of benefit for student to increase their social and cognitive skills.

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Developing Local-Based English for Tourism Materials for Religious and Cultural Tour Guide Program Students: A Needs Analysis

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ABSTRACT

Teaching ESP requires a thorough and systematic way in developing the materials because the purpose is to help students develop their English competence in specific disciplines. What was found in the teaching of English for Tourism in the Religious and Cultural Tour Guide Program in Tampung Penyang State Hindu Institute (IAHN) of Palangka Raya was the absence of proper materials for the students. This study is a small part of Research and Development (RnD) project for an English for Tourism book of this faculty. It involved the stakeholder and the practitioner in the local tourism industry as the informants in giving insights to local-based material development. Employing a qualitative approach, the in-depth interviews were conducted. The results of this study finally offer some recommendation for English for Tourism materials: 1) speaking and writing as the top priorities of required English skills, 2) language functions included: self-introduction, negotiating, handling tourists at an airport, making an itinerary, writing and replaying an email, and describing tourist destination or place, 3) vocabulary related to tourism industry and especially tour guiding, 4) cross-cultural understanding, and 5) local tourist destinations.

Keywords: English for Tourism, ESP, material development, needs analysis

1. INTRODUCTION

Currently, the development of higher education curriculum in Indonesia emphasizes achievement or results. This has been officially launched by the Ministry of Research, Technology and Higher Education (2018) so that universities are able to develop their curriculum based on an outcome-based education (OBE) approach. Outcome-Based Education (OBE) is an educational process that focuses on the success of specific concrete achievements (Kemenristekdikti, 2019). In this case, universities are

required to be able to provide a clear initial picture of the important abilities that students can do when they graduate. Furthermore, starting from this graduate profile, ideally a university should organize a structured curriculum to ensure the learning process occurs with the aim of helping students have the specific abilities that they must possess when they graduate. It can be concluded that the preparation of the OBE curriculum is based on the needs of graduates while working.

English for Specific Purposes (ESP) are chosen to be taught at university level as it can facilitate students to learn English on the basis of their academic background or field of study. Hyland (2007) explicates that ESP should address the communicative needs and practices of certain professional or occupational groups. Thus, it is taught for the purpose of a profession so it focuses on learning vocabulary and certain technical language skills. It is also worth noting that one of the learning principles is learners should get exposed to a rich, meaningful, and comprehensible input of language in use (Tomlinson, 2011: 7). In other words, in developing materials for ESP teachers have to take into account of what topics and skills to be taught for students and in dealing with their future occupation.

In the Cultural and Religious Tour Guide Study Program in IAHN Tampung Penyang Palangka Raya, the curriculum states that one of the CPL (Graduate Learning Outcomes) in the aspect of special skills is that graduates are able to master the foreign language of tourism (English for Tourism). In other words, the ability of English for Tourism is an ability that must be possessed by graduates of this Study Program. Besides, there is a mandate from the faculty to emphasize local-based materials to these Tour Guide Program students as they are expected to have the comprehensive knowledge about their local tourism and culture in Central Kalimantan.

In reality, the material taught was still not in accordance with English for Tourism. Both the topics/themes, language competencies, and vocabulary taught had not fully focused on the tourism sector. In this course only, students have the opportunity to learn English according to their professional needs. According to the author's analysis in the field, there were several factors that cause this issue. First, the teachers have

limited knowledge and experience in teaching ESP, especially English for Tourism. Second, the materials were only adopted from the Internet and have no clear needs analysis in the material compilation. They did not have English for Tourism book, either commercial ones or compiled by the Study Program. Even textbooks that are accessible on the Internet cannot be fully adopted because of the different abilities and characters of students.

Previous researchers have reported their material development for ESP. For example, Hidayat's (2018) work has reported the needs analysis for airline staff program while Hakim and Riyani's (2021) was for English in Law. Oktarina, Inderawati, and Petrus (2022) recently carried out a needs analysis for reading materials at vocational high school. In particular, a number of recent studies working on needs analysis of English for Tourism materials are overviewed. A needs analysis was conducted by Oktarin, Syahril, and Harahap (2019) to vocational high school students in Bengkulu. Kirana, Evenddy, and Utomo (2018) focused their study on designing a model of writing material for English Department students. Another needs analysis was conducted by Kaharuddin, Hikmawati, and Arafah (2019) to Hospitality teachers, students, and employees. Meanwhile, Puspitasari (2018) chose to conduct needs analysis to stakeholders in developing English for Tourism materials. Unfortunately, there is a lacuna of scientific work on local-based English for Tourism material development, especially in relation to culture and tourism in Central Kalimantan.

Therefore, this present study attempts to fill the absence of local-based English for Tourism materials for this Cultural and Religious Tour Guide Program by conducting material development that starts with a needs analysis. The analysis is involved a practitioner and a stakeholder in order to gain some insights about the topics of materials based on their experiences in the real field. It is expected that their recommendations can be used as the materials to be taught for the students of this Program.

2. METHOD

This present needs analysis is an initial step of an RnD project for a developing local-based English for Tourism book. A qualitative approach was employed to this study. The purpose is to gain deeper information about the topics of materials of English for Tourism that students might need in the real field. Two informants were interviewed. The first was a stakeholder, Mr. B, who owns travel agency and is an experienced tour guide in Central Kalimantan. As a CEO of a travel agency, his rich experiences in managing his travel agency, including managing tour guides he hires, working with many tourists, and arranging tour programs would be provide meaningful insight for the analysis for the analysis. The second informant is a professional local tour guide, Mr. Y. He is a certified member of Himpunan Pramuwisata Indonesia (the Indonesia's Tour Guide Association) based in Palangka Raya. He has worked as a tour guide for areas of Central Kalimantan and South Kalimantan. He has many experiences in guiding tourists from Indonesia as well as overseas. Both are considered to know about tourism industry in Central Kalimantan even Indonesia very well. Therefore, their inputs and insights about the topics of materials for English for Tourism would be worthwhile.

In-depth interviews were carried out to both informants. The interviews were done virtually using Zoom application because both informants were outside of Palangka Raya and quite busy to attend face-to-face interview . The interviews were recorded and then transcribed.

The analysis of data were done qualitatively. First, the transcripts were read thoroughly to make sure that the information were complete and understandable. Next, the irrelevant data were reduced. The rest data were read again and then categorized based on some themes and sub-themes. After that, a list of categorization was made to help display and describe the data. Finally, some conclusions were drawn.

Data validation was done through member-checking. After data categorization was finished, the researcher made some lists of data to both informants. They were asked to re-check whether the obtained data were in line with their inputs from the

interview. One informant gave a few additions to the existing data. After both informants agreed with the existing data, then the researcher continued to the further data analysis step.

3. RESULTS AND DISCUSSION

3.1 The Importance of English Competence in the Tourism Industry

The initial question given to both informants in the interview was how important of having English competence in the tourism industry. This is to gain their insights about the role of English in tourism sector based on their real experiences as practitioners.

In the interview, Mr. B explained that tourism can be meant simply as global visit. He said that means tourism is about to be ready for welcoming people from all around the world. Therefore, the main duty of tourism industry workers is being able to give quality service to both local and international tourists. It is, thus, significant that the tourism industry workers to master foreign language, especially English as an international language.

Meanwhile, Mr Y gave a more explanation in the perspective of a tour guide. He firstly defined that a tour guide basically serves a nation's ambassador whose responsibility is to give good service to tourists, including those from overseas. He argued that this is in line with the Government Regulation Number 10 Year 2009 about Tourism. Therefore, there is an emphasis for tour guides to master English because tourism is a global and expanded sector. He further mentioned that this regulation has also been supported by the Indonesian Tour Guide Association. This is expressed in the following excerpt.

Y: Dalam HPI yang telah diatur dalam AD/ART, disebutkan bahwa salah satu tanggung jawab seorang pramuwisata adalah menguasai minimal satu bahasa asing. [it is already stated in the Memorandum of Association/Articles of Association of HPI that one of the responsibility of a tour guide is to master at least one foreign language.]

Finally, he gave his point of view about why this is important as it will ease a tour guide to communicate with tourists from various backgrounds.

Based on the findings, it is clearly concluded that both informants are very well-known with the role of English for tourism industry workers and why they need to master English. Their opinions are consistent with the the Government Regulation Number 10 Year 2009 about Tourism and the regulation in the association of Indonesian tour guides, meaning that mastering English is a necessity to those working in the tourism industry. In a nutshell, English for Tourism indeed must be provided for the Tourism students in order to prepare them to get inside the industry successfully.

3.2 The Materials of English for Tourism

The next information to gain from the informants was regarding the materials for English for Tourism. In this part, there were three themes categorized based on the findings; the English skills, the language functions, the knowledge about tourism, and the local-based materials.

When asked about what English skill was essential to learn by tourism students, basically both informants believed all English skills (listening, speaking, reading, and writing) are important for students to master. However, Mr. B mentioned that writing would be the most important skill. He personally believed that tourism students should learn English writing as it is closely related to particular tasks that they might handle, such as writing and replying email or messages from/to tourists, making tour brochures, tour programs, and so on. For him, this skill needed a careful learning process and training. Unlike Mr B, Mr. Y pointed out that speaking would be a powerful skill for students. He believed so because he related it to the role of a tour guide that always need to build communication with tourists and other tourism industry workers when managing a tour. Therefore, he thought speaking skill must be mastered due to the role of a tour guide. In this case, the researcher did not think it was something contrastive but rather as a consideration that these two skills are basically equally very important for students. Thus, on the basis of the analysis, speaking and writing would be given the same major portion besides listening and reading in the English for Tourism material.

Dealing with the determination on which English skills to be the priority in English for Tourism, mostly previous reports stated that speaking skill is a first priority (Hidayat, 2018; Puspitasari, 2018; Kaharuddin, Hikmawati, and Arafah, 2019; Hakim and Riyani, 2021). Meanwhile the second to the least priorities were varied from listening, reading and writing skills. Speaking is considered to be the most required skill in the teaching of English for Tourism due to the fact that people who work at the tourism service industry have larger opportunities to apply the target language mostly in daily and routine activities (Zahedpisheh, Bakar, and Safari, 2017), and it is in the form of speaking activities.

Furthermore, both informants have given their inputs on the essential language functions and knowledge about tourism that should exist in the teaching of English for Tourism. In this case, Mr. B only recommended two things: how to write/reply a business email in formal and describing a tourist destination or place. Meanwhile, Mr. Y suggested a number of language functions. They are self-introduction, negotiating, and designing an itinerary, and handling tourists in airport. In terms of knowledge about tourism, both informants agreed that students need to know technical terms regarding tour guiding, tourist destinations and other general terms in tourism industry. Besides, both similarly mentioned about the importance of learning about cross-cultural understanding as students might have opportunities to meet new people from a variety of backgrounds.

In determining language functions to be focused on in English for Tourism material, previous researchers have shown various analysis results (Kirana, Evenddy, and Utomo, 2018; Puspitasari, 2018; Kaharuddin, Hikmawati, and Arafah, 2019). Since it is based on the needs analysis which is basically contextual and specific, one might have different perspective what language functions should be included. As explained by Zahedpisheh, Bakar, and Safari (2017), it is the teachers' responsibility specify which aspects of ESP learning will be focused on to suit the learners' expectations and needs successfully. Therefore, when it comes to a discussion on material development for ESP, the results of needs analyses from researchers might be various.

Last, regarding the local-based material to be incorporated in the English for Tourism materials, the present study focused on a number of local tourist destinations that should be addressed within the materials. Both informants suggested a number of well-known natural tourist spots in Central Kalimantan, such as Tanjung Putting National Park, Sebangau National Park, and Kereng Bengkirai Pier. Besides, some cultural tourist spots are strongly recommended, such as the Dayaknese death ritual *Tiwah*, *cultural sites of Sandung* and *Bukit Tengkilung*.

All in all, some recommendations are highlighted. First, speaking and writing would be the English skills that would give more portion in teaching English for Tourism besides listening and reading. Second, a number of language functions should be taught, such as self-introduction, negotiating, handling customers, making an itinerary, writing and replaying an email, and describing tourist destination or place. Third, material about vocabulary related to tourism and tour guiding must be provided. Next, cross-cultural understanding is also strongly suggested to be discussed within the materials. Last, a number of local tourist destination can be put as the topics of materials.

4. CONCLUSION

This present study is a report of needs analysis done to a stakeholder and a practitioner in the tourism industry as an initial part of RnD of English for Tourism book in the Cultural and Religious Tour Guide Program, Central Kalimantan. The results of analysis has revealed several suggestions. Regarding English skills, speaking and writing would become the two priorities to be taught besides listening and reading. Then, some language functions should exist in the materials are self-introduction, negotiating, handling customers, making an itinerary, writing and replaying an email, and describing tourist destination or place. Next, materials should also include vocabulary related to tourism industry and especially tour guiding. It is also recommended to incorporate the discussion about cross-cultural understanding. And finally, some local tourist destinations must be added as the topics of materials.

A suggestion for further study is offered. It is necessary to invite other practitioners or stakeholder from other tourism sectors such as from culinary and hospitality industry to give their insights in order to enrich the required materials.

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