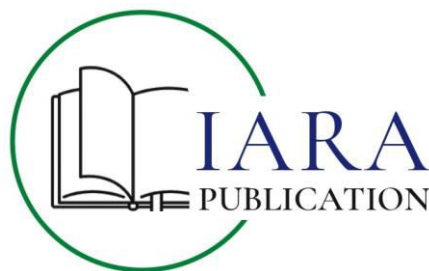


# **Pedagogies For Learning: A WAY FORWARD**

**Dr Satinder Kaur Gujral  
Prof (Dr) Vijit Chaturvedi  
Dr Rawish Iqbal Ansari  
Linda Xavier  
Kirti Sachin Bhosale**



# Pedagogies For Learning: A Way Forward



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# Pedagogies For Learning: A Way Forward

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## **Pedagogies For Learning: A Way Forward**

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## Preface

Welcome to the world of "**Pedagogies for Learning: A Way Forward.**" This book represents a journey through the evolving landscape of education, a journey that seeks to illuminate new pathways, strategies, and perspectives on how we teach and learn in the 21st century.

In an era characterized by rapid technological advancements, shifting global dynamics, and changing societal needs, education stands at a crossroads. Traditional approaches to teaching and learning are no longer sufficient to prepare individuals for the challenges and opportunities of our interconnected world. We must adapt, innovate, and reimagine the very foundations of pedagogy.

This book is a collaborative endeavour, drawing from the wisdom and experiences of educators, researchers, and thought leaders from diverse fields and corners of the globe. It is a testament to the belief that education is not a one-size-fits-all endeavour, and that the best practices in pedagogy are those that adapt to the unique needs and contexts of learners.

"Pedagogies for Learning: A Way Forward" is not a prescriptive manual; instead, it serves as a wellspring of ideas and inspiration for educators and learners alike. We explore various pedagogical approaches, from traditional methods to cutting-edge technology-infused strategies. Through the pages of this book, we delve into the art of teaching, the science of learning, and the ever-evolving interplay between them.

The chapters explore the principles of active learning, the power of digital technology, the importance of fostering creativity, and the significance of inclusive education. One will discover how pedagogical innovation can promote critical thinking, problem-solving, and lifelong learning, nurturing the skills needed to thrive in an ever-changing world.

The chapters within this book offer insights, examples, and practical advice, making it a valuable resource for educators at all levels, curriculum designers, policymakers, and

anyone with an interest in the future of education. Whether you are a seasoned educator seeking fresh perspectives or a curious learner eager to understand the latest trends in pedagogy, this book aims to inform and inspire.

In our quest for a way forward, we recognize that the journey is ongoing. Pedagogy is not static; it evolves as society does. Therefore, this book invites you to join the conversation, to contribute your thoughts, experiences, and innovations to the ongoing discourse on pedagogical advancement.

As the pages unfold, we hope you will find within them the seeds of transformation, the spark of inspiration, and the vision of a brighter future through education. "Pedagogies for Learning: A Way Forward" is an invitation to reimagine the possibilities of teaching and learning and to embrace the ever-changing landscape of education with hope, enthusiasm, and an unwavering commitment to fostering the lifelong pursuit of knowledge.

# **Acknowledgement**

"**Pedagogies for Learning: A Way Forward**" is an innovative and comprehensive exploration of modern educational approaches that are reshaping the future of learning. In this thought-provoking book, we delve deep into the dynamic landscape of pedagogy, offering readers a roadmap to navigate the evolving world of education.

This book is a vital resource for educators, policymakers, and anyone interested in fostering effective and engaging learning experiences. It examines a wide range of pedagogical strategies, from traditional classroom methods to cutting-edge technology-driven approaches, presenting a balanced view of their strengths and weaknesses.

Through in-depth research, case studies, and expert insights, "Pedagogies for Learning" empowers readers to make informed decisions about the best practices for diverse learning environments. Whether you're a teacher seeking to revitalize your classroom or a parent striving to support your child's education, this book provides valuable guidance to adapt and thrive in the ever-changing educational landscape. It's a beacon of inspiration and knowledge, pointing the way forward for 21st-century learning.

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## INLUENCE OF CINEMA ON THE CULTURE AND LIFESTYLES OF YOUTH

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### **ABSTRACT**

*The current chapter explores the significant influence of cinema on the culture and lifestyles of youth. Cinema, as a powerful medium of storytelling, has the ability to shape the attitudes, beliefs, values, and behaviors of young people. Through cultural representation, fashion trends, addressing social issues, providing role models, influencing lifestyle choices, shaping language and slang, offering escapism and entertainment, and impacting technology and media consumption, cinema holds a profound impact on the youth's cultural development. While cinema is not the sole factor influencing youth culture, it plays a significant role in shaping their worldview and aspirations. Understanding the influence of cinema on the youth can help us appreciate its power as a medium and encourage responsible storytelling that promotes positive societal change.*

### **INTRODUCTION**

Cinema is a phenomenon that has slowly proven to be modern-day 's most important medium of information. For this reason, a theory, thought, philosophy, and message have started using cinema as the most important means of communicating effectively to the masses (Atay & Bozan-Kesenci, 2017).

A reality that is indisputable is the pervasive and enduring influence of cinema art on culture, particularly the young masses. It has become possible to explain and explore the imaginative aspect of books worth hundreds and thousands of pages in hours through the power of cinema. Instead of reading, the younger generation has been turned into a massively screen-oriented audience, which has understandably led to an increase in the influence that cinema holds over people and especially the youth generation.

When we talk about the power and influence of cinema, it is important to recognize the target audience, because of the different levels of psychological development, maturity, and levels of exposure to different types of content through different channels. For this article, we are going to be focusing on the younger generation, the 'youth'. It is important to also define what 'youth' is associated with, which is adolescence.

The term adolescence, meaning "to emerge" or "to attain identity" is a relatively new concept, particularly in terms of the academic sectors of thinking about development. The roots of the term from the Latin word, 'adolescere' meaning 'to develop, to mature,' are the core of adolescence's defining features (Kumari & Goswami, 2013). It is significant to note this, considering that adolescents are also usually the age group which tends to consume the most content, through different channels and mediums, and consequently, the content has the most significant impact on them.

Indian cinema is one of the most powerful and popular instruments to resolve the various social issues through a screenplay medium. Since its beginnings in 1913, films have been a critical tool for communicating social observations and circumstances, while at the same time remaining an important form of entertainment for the masses (Gupta and Gupta, 2013). Often it becomes a little confusing to understand whether it is the culture that shapes and creates films, or whether it is actually the opposite (Bhugra and Kalra, 2015). In a nutshell, the impact of movies and cinema on youth can be segregated into positive and negative aspects.

**Positive Aspects Include:**

1. Consumption of knowledge and information which is relevant and enriching.
2. Providing inspiration to youth through motivational movies.
3. To develop a better understanding of human behaviour.
4. Becoming more aware of issues (social, political, environmental, etc.) that are prevalent in society.
5. Reducing stress.
6. Increasing Cultural Sensitivity.

**Negative Aspects Include:**

1. Inappropriate representation of certain behavioural aspects of humans.
2. Age-insensitive material (violence, inaccurate depiction of harassment, etc.).
3. Negative actions of the protagonists in a particular movie might motivate the adolescent audience to follow and copy actions, regardless of the validity and ethical nature of their actions.
4. Movies might encourage behaviour which is counterproductive to the character development of youth (including inciting violence, indecent behaviour etc.).
5. Another major negative feature that might come into play is the inclination of the viewer towards copying the style, behaviour, dressing sense, etc. of the

protagonists which leads to an unhealthy obsession with gaining validation/fame of their peer group and might also lead them, over time, to try out the unhealthy consumption of alcohol, cigarettes, drugs, etc. in order to look ‘cool’.

6. It will adversely affect their other daily activities including academics, sports, etc. and will have an impact on their focus, concentration, physical, mental, and emotional health.

This paper shows how realistic cinema affects and forms the social norms and moulds the culture, lifestyle, and behaviour of the youth, while simultaneously seeking feedback from the same audience that it is targeting and influencing. The people's views and attitudes about social problems affecting our culture are primarily, if not entirely, influenced by the way they are represented by cinemas.

### **LITERATURE REVIEW**

One of the most important and well-known theories of information consumption and the resulting impact it has on the individual, is called Cultivation theory. It states that: ‘Cultivation theory states that the more a person is exposed to a message provided by the media, the more likely that the person starts believing that the message is real and replicable’ (Gerbner & Gross, 1976).

This basically states that the more an individual consumes information from the media world, especially cinema and television, the more they will believe that the reality being depicted through this communication and information channels is in tune with the social reality. It convinces them that the information they are being fed through, say movies, are an accurate depiction of what would happen in real life, were they to be placed in a similar context and situation. The distinction and the lines separating the real world and a world created by the figment of imagination of the director of the film, the actors, and the individual watching that particular movie starts to fade.

Globalization and the mass communication pose a problem of the psychological impact and effects of mass media. This concept is especially important in the study of such a powerful mass media as the cinema. Films themselves establish real-life depictions, broadcast images, alter cultural norms and stereotyping. For instance, gender and ethnic stereotypes, occupational images, ideas about family dynamics and the justice of the world, etc. are portrayed through cinema, and how films choose to depict these topics will also consequently shape the opinion formed by youth, and determine how the young generation reacts and responds to the situation which might involve some of these issues too.

Media culture include good resources with which we construct our identities, our building of ethnicity, race and nationality, sexuality and also determine the

distinction between 'us' and 'them' (Dines & Humez, 2003). It is also very pertinent to note that the most powerful medium of communication in Indian society and more importantly (and concerningly) the Indian youth, is commercial Indian cinema, according to Butalia (1984).

Movies and cinema are mass media used frequently to communicate with the viewers. The fact that cinema is a mediator of social realities and personal desires, collective interests and individual expectations makes it take on a seminal dimension as a humanistic debate and discussion capable of redirecting the cultural and material structure of our daily lives (Jain and Rai, 2002).

Wars, songs, romance, use of derogatory language, and mind games are the key elements in some films that draw the attention of the youth. For instance, a film portraying smoking, drug use and drinking with loud music, late night parties and scenes depicting indecent behaviour with women might urge young people to try it in real life (Ingle & Vemula, 2012). The youth is more affected than people of other ages watching and consuming such content, since these people are at an age where they are exploring and getting to know more about the world they are living in, and coming to terms with their own thought process, consciousness, and ideologies. By being exposed to such scenes and situations, they are intentionally/unintentionally brought in tune with such scenarios, and seem to relate with such situations, often wanting to copy the actions being depicted.

Today most of the directors make films only to earn money; their themes are designed around drugs, alcohol, and the modern urban lifestyle. These elements are considered to be the toxic elements of society, and yet filmmakers often capitalise on the inherent attraction to these elements and the desire of today's youth generation to 'explore' and 'experiment' with these substances which might adversely affect their physical, mental, and emotional health and damage their relationship with parents, elders, and hamper their overall development (Ganti, 2002).

Accidents and incidents take lives each year when young people try to copy stunts shown in movies without any professional supervision or training. Violence in the cinemas is having an adverse effect on young people who may either take it for an adrenaline rush or are disturbed. Most of the cinemas that are intended to be watched with parental supervision are viewed by young people alone, leading to adverse psychological effects.

Movies have also contributed to controversies in many regions that have resulted in mob violence and communal tensions. This is often caused by the portrayal of terrorism and violence in movies, and often the vicious traits of the protagonist

(even if it is only part of the storyline) motivates the youngsters to mimic their 'idols' in real life and which eventually leads to potentially harmful situations for more than one person, this inherent protagonist complex is shaped by the actions of the people acting in the film, whose main motive is entertainment, but it ends up causing psychological problems for the young viewers.

Furthermore, the depiction of obscenity and lewd scenes in movies also adversely impacts the youth, who are motivated to let go of decent behaviour and mannerisms in favour of catcalling/indecent behaviour, and potentially criminal activities due to the influence of these movies. All these issues raise a lot of potential drawbacks and significant effects that may come into play because of these influences. However, it is also important to note that movies have some positive influences and aspects to them as well, and they play an important role in helping youth determine what is right, and what is wrong.

A large amount of work is dedicated to the negative effects of the cinema in the majority of the scientific studies, but the capacity for positive influence was not as studied and insufficiently explored. Indian Cinema is evolving as the society is welcoming new change and trying an attempt to break taboo, movies like "Padman", "Toilet- Ek Prem Katha", "Hindi Medium", "Article 15", etc, which are creating awareness and breaking negative stereotypes of the society. Positive thoughts like gender equality, social rights, etc, are spread through these movies.

Films are not just for entertainment or leisure activities, but there are a lot of films that also have a social message. Some films are focused on social issues, and these films not only reflect social problems but also make viewers aware of traumatic experiences that victims have potentially gone through, and these play an important role in increasing awareness of societal issues.

The Indian cinema has been exploring with those of different genres, from mythology to love to comedy to thriller and horror, to bring out a popular formula that fits well with the viewers as well as leaves a mark at the box office. The idea of parallel cinema, a very clear and optimistic departure from conventional cinema, has become the most important help to the audience in becoming more aware of and getting to know more about different social issues. Issues such as gender discrimination, female foeticide, caste system, dowry, knowledge of sensitive issues like AIDS, mental illness-related stigma and others, which were very well brought to the fore through this alternative medium of parallel cinema (Chandra & Bhatia, 2019).



**Influences of Cinemas:**

Some films like 'Rang De Basanti' ended up waking the masses and raising a voice against loopholes in government system and failure in delivering justice in a case of the supermodel Jessica Lal 's murder in real life (Chandra & Bhatia, 2019). Future studies relevant to particular research which aim to cover a broader variety of social issues and also support the changing interests of new age viewers who want to see those practical issues discussed in a more impartial and trendy manner.

Films like 'Hum Saath Saath Hain', 'Baghbaan', 'Kabhi Khushi Kabhi Gham', showcased conventional family systems. On the other hand, 'Dil Dhadkane Do', 'Piku' and 'Kapoor and Sons' portrayed the existence of dysfunctional families. However, the reel message to the audience is about having respect, loving and caring about your family members which is the core idea of the real Indian family culture.

Some movies such as 'Neerja', might have portrayed scenes of terrorism and violence, but they also sensitized the youth to become more aware of national pride and instil a sense of patriotism in them. Recent trends of movies on basis of historical events are also made to make the millennials aware of the historical events and feel proud about it.

Movies such as 'Chak De', 'Bhaag Milkha Bhaag', 'Mary Kom', 'M.S. Dhoni' and 'Dangal' and many more have motivated youngsters and females to follow their dreams and passions despite the hurdles involved, inspiring them to take the leap of faith and work towards becoming what they envision to be.

Indian Cinemas have taken bold steps in showcasing LGBTQUIA+ related movie like 'My Brother Nikhil', 'Fire', 'Aligarh', 'Ek Ladki Ko Dekha to Aisa Laga', and 'Shubh Mangal Savadhan' to increase the sensitivity and not to decriminalise this segment of population. Also movies like 'Vicky Donor' and 'Good Newwz' depicts the stories of childless couples and making the audience aware of infertility issues and methods available to conceive the child. The movie "Zindagi Na Milegi Dobra" encompasses the themes of friendship, overcoming one's fear, career choices and enjoying the life to the fullest.

This approval of the audience will inspire the growing filmmakers to build wonders on the screen beyond the borders of typecasts and illuminate the cine-goers with more important problems that need to be dealt with sensitively and with a sense of urgency to improve the culture of the youth, and sensitize them to become more empathetic, decent, and better individuals when they become adults, and take up a responsibility to make their surroundings a better place to be in.

## CONCLUSION

The article tries to bring how movies can have probable influence on the psyche and behavior of today's generation. The impact of films in today's era is high especially on youth, as it is more digitalized and immensely screen-oriented. The key to ensuring that the youth is inclined towards imbibing the positive aspects is through engaging them in holistic education, making them more aware of the purpose of movies and ensuring that they pick up the right message. Movies should be curated and directors and filmmakers should be more careful as to what message they intend to give out to the young audience, as the mindset of the youth plays the most integral role in bringing the nation, and the world forward and determines the direction of future events and development.

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**EXPLORING TEACHER’S TEACHING EXPERIENCE IN  
IMPLEMENTING BLENDED LEARNING DURING COVID-19: A  
NARRATIVE INQUIRY**

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**INTRODUCTION**

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world’s student population, up to 99 per cent in low and lower-middle income countries. The crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons – to continue their learning. Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women’s educational access and retention. Some 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic’s economic impact alone (United Nation, 2020).

The current condition of Indonesia and almost the entire world is experiencing the Covid 19 pandemic or the corona virus. Luthra & Mackenzi (2020) said there are four ways Covid 19 has changed the way we educate future generations. First, that educational processes around the world are increasingly interconnected. Second, redefining the role of educators. Third, teach the importance of life skills in the future. And fourth, to broaden the role of technology in supporting education. This pandemic has hampered community activities, and some have even stopped completely. Then the government provides restrictions on restrictions to cut the spread of covid. The barrier provided by the government, one of which is closing schools. Meanwhile, teaching and learning activities are conducted through blended learning.

Moreover, Graham, Woodfield, and Harrison (2013) defined blended learning is described as the intentional combination of traditional face-to-face instruction with technology-mediated instruction. Lalima & Dangwal (2017) stated Blended Learning has several advantages and some of them are Learning is completed using ICT, either on the web or in a detached mode, allowing both teachers and students to spend more time for creative and acceptable activities in the classroom, students can access to virtual learning and CAI without sacrificing the social aspect and

traditional education and Correspondence is given a higher degree. In Mixed Realizing, the correspondence cycle is completed, which would be impossible if we followed the standard methodology. While Krasulia (2017) stated one of the disadvantages of Blended Learning is Blended Learning may have disadvantages in specialized viewpoints if it is not properly planned and implemented, as it relies solely on the specialized assets or devices with which the Blended Learning experience is delivered. To have a significant impact on the educational experience, these devices must be reliable, simple to use, and modern.

In addition, There are many studies found that blended learning gives positive impact for EFL teaching, but another studies also found some problems experienced by the teachers, and also the platforms used to implement blended learning in the classroom. Ma'rufa and Mustofa (2021) found that teachers used several digital platform in teaching English through blended learning, and then the school decided to use Google Classroom for virtual classes.

Ambarwati (2021) found that there are many problems faced by the teachers during the implementation of blended learning specially in face-to-face classes, those are: there is no group discussion, limited time in learning, and few students attend the class, meanwhile, some problems in online classes include: internet connection, lack of internet quota, and the media such as smartphone. Another study conducted by Talis (2018) found students had a favorable opinion of the application of the method of blended learning in ELT (English Language Teaching). The students have positive opinion in learning through blended learning.

The current study tries to explore the implementation of blended learning during pandemic by exploring teachers' story narratively using narrative inquiry approach.

## **METHOD**

This research design was qualitatively through narrative inquiry. According to Creswell (2012:502), narrative research is a method that focuses on exploring people, getting data through stories, reporting personal experiences, and discussing those experiences with the person. According to Clandini (2006), Narrative allows us to know how social and personal aspect interconnect in the life of teachers, as well as how the teachers' experiences are molded by the wider social and institutional narratives the live.

### **Research Procedure**

The procedure of this research was adapted from Creswell (2012:514). The procedure show a clear and comprehensive steps to conduct narrative inquiry. As a result, it was accomplished in research context. Those steps were identify a phenomenon to explore, Purposefully selected teacher, Collect the story from the

teachers, Re-story the teachers' story, Collaborating with participants, Reporting the finding about the participants' Experience, and validate the accuracy of the report.

## **FINDING**

### **Teaching English in Pandemic situation**

Teachers were generally professional educators tasked with educating, teaching, guiding, training, and evaluating the learning process. Pandemic situations that occur globally have been changing the role of teachers in learning. Teachers who teach in the classroom using face-to-face method were required to teach online from home during this pandemic. This system automatically changes the learning system from face-to-face to online. From the story, it was found that teacher used online learning since this the pandemic.

*“I used or applied online learning at school during the pandemic because it was one of school policies and also a learning recommendation from the government during the pandemic”.*

Online learning which was applied during the pandemic gave new stories for teachers in term of teaching and learning process. There were many new experiences in implementing full online learning such as finding material, preparing a suitable media for students, and designing learning activities. It was also challenging for the teachers to create an interesting learning activities using technology. In term of technology for learning process teacher used google classroom and whatapp.

*“It has been determined here that the teachers used WhatsAap and Google Classroom as an online learning application because it was easily accessed by the students. Besides, it could also use learning videos from youtube.”*

Talking about the advantages and disadvantages, of course all the online platforms has both advantages and disadvantages, the decision to choose whatapp and Google classroom because it is easier to be accessed by the students it was found that

*“Both of these media had advantages and disadvantages. Usually, when conducting a video conference, we used WhatsApp because Google Classroom could not do that, both of them are used here as the main platforms because those could be reached easily by the students”*

Moreover, EFL teaching for developed country in this pandemic situation was challenging. The implementation of full online learning raises some problems. Teacher found that virtual class implementation in pandemic situation did not work well because of internet network limitations, Another problems also came from the students where they had different motivation to learn. So it made full online learning in this pandemic could not run well.

*“Sometimes the students just filled in the absence, even though there was media that has been sent on the Google Classroom, sometimes students just saw it, filled in the absence. When there was an assignment, only some students who collected it. Maybe, we should provide material that students were curious about it next time.”*

In addition the teacher recognized that the implementation of full online learning was hard to be implemented and made difficult the students.

*“I figured out that the students who present list was incomplete during my class”.*

*“Initially, the students had difficulties when doing online learning from home, they did not understand what the teacher ordered, so that they became unactive in online class”.*

Under these themes, teachers' experience represented the situation that teaching English in pandemic situation using full online learning was challenging. It requires more creativity to teach students in pandemic situation. At the beginning of pandemic, it was found that the implementation of full online learning make the teachers use various online platform that suitable for the students' condition. In other hand, from the narratives, full online learning was seen difficult to be implemented because of some factors such as how teachers manage the class in online, how to apply suitable media and material in full online, how the facility support and how students self-responsibility through online learning. Therefore, there should be another way in teaching and learning process. The teacher was pushed to use some online platform which was appropriate to the students. Besides, it must also pay attention to how it is applied and how the students keep active even more active than the teacher.

### **Designing Pattern of Blended Learning**

The Indonesian government established the concept of new normal in July 2020, it was new life order in aspect of human life. In term of education, the government allowed the school to conduct teaching and learning at school for green zone. However, educational stakeholder must meet several requirements to be able to carry out learning at school. Therefore, blended learning was used as an appropriate method to be implemented in this era. In terms of blended learning, the teacher stated that blended learning was not something new. Teacher has been applying blended learning since the school began to implement face-to-face learning in new normal era during this pandemic.

*“Blended is not something new for me because I have applied it to students and in fact it was not affective.”*

Furthermore, the teacher has been teaching for 25 years, the teacher said that he had attended the training because he taught in several schools, although it was difficult to implement it.

*“Regarding blended learning training, I have attended it that was held in the other school. It was not effective because it had to be prepared from all aspects, especially a good network.”*

For the application of blended learning and how to create a new learning system that was more suitable in the pandemic era, teachers were expected to be able to integrate conventional teaching and modern teaching continuously. Here, teacher told how to apply and integrate the blended learning model (online and offline).

*“Blended learning combined various forms of devices that could be used in learning, from commonly used communication applications such as WhatsApp, Zoom, Facebook, and web-based learning programs such as Edmodo, Zenius, Quipper, Zenier, or using other applications such as Google Classroom by providing material and discussed in class and vice versa.*

Furthermore, The teacher stated that some preparations were made before the online meeting or online class. teacher shared a grid of material through the WhatsApp group or Google Classroom and instructed students to learn it. When the students found difficulties, teacher could respond or follow up in face-to-face meetings.

*“I prepared the material before the day of my schedule , such as in the form of ppt, video or link then I sent it to them and asked them to learn it, if there was something difficult, they could ask in a face-to-face meeting.*

### **Advantages and Disadvantages of Blended Learning**

Teacher narrated that the implementation of blended learning has been being implemented in school during pandemic created positive effects for students. however There were also weaknesses in the implementation of blended learning that found by the teacher even students.

*“Each method had advantages and disadvantages. One of the benefits was we could give assignments directly from home because we have used the media, so we could give assignments to students at any time and at the appointed time. While the problem, it came mainly from students because learning had to be online and used several media. Sometimes, even though students had smart phone, laptop and so on, sometimes they did not have internet service that supported it, even though there was internet data, the location also determined it.”*



## **Challenge of Implementing Blended Learning**

The third theme discussed about the problems faced by the teachers in implementing blended learning during pandemic. Moreover, this section also told the teachers' story in solving the problems. This theme was divided into two subthemes, those were current problem and break it out.

### **Current Problems**

Teacher found that good preparation could become a successful key in implementing blended learning during pandemic. Other same problems also related to the students' motivation or awareness in his online class.

*"I had to have good preparation in online teaching, such as materials, assignments, videos, ppt and so on that were needed, those must be prepared before. So we could be organized in online teaching".*

*"In online learning, students were less motivated to learn, unlike face-to-face learning, it was proven that they were not active when online learning".*

### **Break It Out**

Blended learning came as a solution and it was an ideal learning in the pandemic era. The existence of face-to-face classes in blended learning could be a solution to some of the difficulties found in full online learning. Blended learning was the right solution to the learning process during this pandemic.

Related to the previous theme about problems in implementing blended learning such as students' balance availability, scheduling, how to integrate face-to-face and online learning, teacher explained that internet quota provided by the government may be able to help students in online learning.

*"Internet quota assistance from the government was very helpful for students during online learning, even though the connection was little bit slow"*

### **Future Route**

In this section, the teachers narrated their evaluation and hope to the existing blended learning during pandemic situation. teacher revealed about things that must be evaluated when implementing blended learning especially when doing online class were giving an appropriate materials and interesting media. Besides, teacher expressed his hope in the future for better blended learning implementation, particularly good network services or internet access in all areas.

*"Something that must be evaluated in the application of blended learning such as suitable material followed by good delivery or practicing, for example adding interesting media such as puzzles or interesting videos from youtube related to the material, in order that they were not bored during online class."*

*“I hoped that a good internet access could be distributed to wide area, even to remote villages because there were students here whose houses were remote, so it made them difficult to take online class.”*

## **DISCUSSION**

This part highlights the significance of narrative and its connection to relevant theoretical and empirical research. The important experiences were represented by teachers through their personal stories related to the teaching learning process on blended learning during this pandemic situation. Narrative inquiry has been accepted to understand the language education from the perspective of those who involve in teaching and learning (Barkhuizen, Benson, & Chik, 2014; Barkhuizen, 2015; Bell, 2002).

Based on the narration, teacher shared their personal important experience in teaching English in chronological of event and time. It was started from the early pandemic teaching using full online, then applying blended and also teacher strategy expectation of future learning strategies. Those are included as a narrative research time frame. It is in line with Connelly and Clandinin (2006) stated that narrative inquiry is not only describing an event, a person, or an object, but also describing them with a past, a present, and a future (p. 479).

Related to the facilities in online learning, the internet connection plays important aspect. Based on the finding, both of teachers try to conduct an innovation in teaching. So teachers decided to use online platforms that suitable and acceptable by students, namely WhatsApp and Google classroom. Besides, teachers add power point, videos from Youtube, and so on related to the material. But on its implementation, both teachers found it hard to be implemented to their students because of internet connection. In fact, internet connection is the factor support the success of online learning. According to Piccoli et al. (2001) the quality of technology such as internet quality affects significantly on satisfaction in online learning.

In term of the student, this research found that the students are varied. Teacher found that some students did not attend the class virtually and the students seem to be passive in online class. Those all related to the students' awareness in learning. So, beside the teacher and facilities, the students also affect the teaching and learning process in online learning. It is supported by a study conducted by Lie et al. (2020) where they explore language teachers' online engagement during the COVID-19 pandemic in Indonesia and it was found that there were five factors related to online learning processes; those are learners, the prior exposure of the teachers to online learning, technological knowledge, pedagogical knowledge, and the support system.

To conclude, teacher in this research have tried to teach even though in pandemic situation, teacher used an appropriate online platform to teach virtually but teacher found it hard to implement because of some factors such as internet connection and students' awareness to learn.

## CONCLUSION

At the beginning of this pandemic, all the educational activities or teaching and learning process was conducted from home virtually and it was not too successful and effective especially in State Senior High School 1 Pakong. Therefore, Blended learning can be a good solution for the learning activities in pandemic situation. Teachers' experience and creativity are needed in implementing blended learning. Dealing with online platform, it was found that the teachers choose an appropriate platform to the students, and the suitable platform used by the teachers in State Senior High School 1 Pakong were Google classroom and WhatsApp as the main platform in online class.

Furthermore, based on the teachers' story, it was found that the success of the implementation of blended learning in this pandemic is affected by some factors such as students' motivation, internet access and scheduling at the school. In this research, internet access becomes a big problem for the students in online class and challenge for the teachers, the students did not attend the class by the reason of internet access or connection. Sometimes, students just fill in the attendance list and was not active in Google classroom. In addition, only a half students read the assignment without submitting. Therefore, the teacher uses face to face learning to give reinforcement about the material given virtually.

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## **THE ANALYSIS OF STUDENT'S LEARNING STYLE TO RECOGNIZE ENGLISH MATERIALS**

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### **INTRODUCTION**

English mastery become the main problem of teaching learning as foreign language for students at senior high school grade. The government policies of education department have higher interpretation to student's performance; exactly most of curriculum at senior high school must be achieved, it can be benchmarked to measure student's achievement of English materials. As a teacher, lecturer and researcher, we know that EFL has been a difficult subject for the students that want to master English at in various fields based on student's characteristics at teaching learning process. Beside of teacher, curricula determine the quality of Student's in mastering English Materials of Darut Thalibin Pamekasan, Indonesia. Senior high school grade has some purposes that must be achieved such as: curriculum development, selection of the content or material have been tough, student's need and student's assessment or student's evaluation of each semester. Previous researchers have argued that knowledge about pedagogical techniques and subject matter content is important but not sufficient for preservice teachers to develop into independent and successful educators (Beauchamp & Thomas, 2009). In many ways, learning to be a teacher is as important as learning how to teach. While many factors influence teacher identity development, the explicit content and large-scale structure of the teacher education curriculum may provide insight into how the institution works to shape students' knowledge and experience on a grand scale (Lamote & Engels, 2010; Lopes & Pereira, 2012). The overall makeup of a degree program and the coursework contained in it communicate to students what is valued and prioritized by the institution. These courses represent the professional context in which students are embedded during their teacher preparation programs and help to define what is "collectively seen as relevant to teaching" in these institutions, which is likely to influence identity development (Beijaard et al., 2004,).

An important aspect affected student's mastery of English Material is the role of learning strategies particularly, student's learning preferences, style and concern. Students have different learning style each other to show their learning preferences of mastering English materials. The learning style of one student can be uncomfortable for the other, and can it either. How to know the student's learning style can affect students to recognize English materials? This question has been are

of interest to discuss in this article. According to Kelly, a learning style as generally described as an attribute or quality of individual which reflect a pattern of information-processing behaviours used to acquire knowledge or skill, prepare for an anticipated test of memory (Kelly, 1994). Biggs describes approaches to learning as: 'ways in which students go about their academic tasks, thereby affecting the nature of the learning outcome. Theoretically; learning style provide the way for of student's learning processes, predict student's learning outcomes, and improve their academic performances. We can know student's learning style based on their satisfaction when they learned English at classroom activities. In this research has been analysed students learning style at senior high school grade; investigated the student's learning style at recognize English materials; moreover, analysed the learning outcome of English mastery. Several studies of English learning styles have been done by some researcher considered learning style models, and some instruments. In 1991, Campbell reviewed 32 instruments for measuring learning style preferences, Kinaesthetic- Read & write learning styles model has evolved since the been adapted to suit a wide range of learning, behaviour and assessment situations. There are four styles of preferred learning using sensory skills: Visual (See/imagine/ pictures) Auditory (Hear /listen / sounds), Read &write (Tactile) /Kinaesthetic (Touch / move /experience).

## **METHOD**

The method used of this work is non-experimental design, descriptive correlation to analyze the student's learning style to recognize English materials. The population was composed all student's at senior high school at Darut Thalibin. The population was arranged 215 students. This work used probabilistic stratified sampling techniques with 97% of confidence and 5% error. There were 29 students of 10<sup>th</sup> grade, 31 students of 11<sup>th</sup> grade, and 17 students of 12<sup>th</sup> grade. There were 77 students participated of this research. The study periods along to 1 semester during academic year 2021/2022.

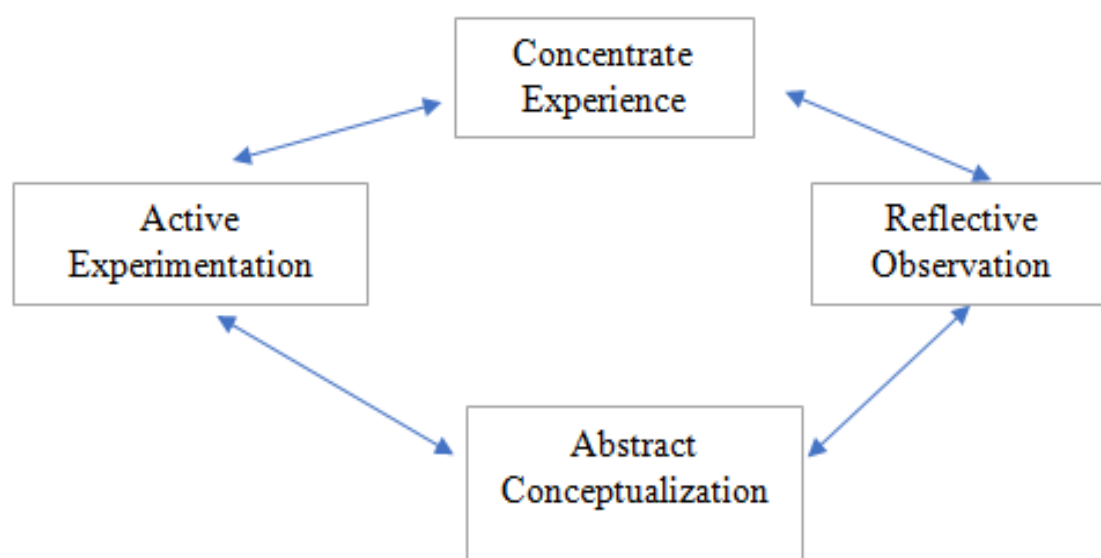
The instrument of data collection was questionnaires structures.

Part 1. Questioner of basic data as education setting, age, sex, the actual learning method in teaching English materials.

Part 2. Question of learning style scale of VARK model. The question of relation student's learning style of preserving, and exploring information related four learning style which around visual (by reading), auditory (by listening), Read and Write or kinesthetic (by experience).

## FINDING AND DISCUSSION

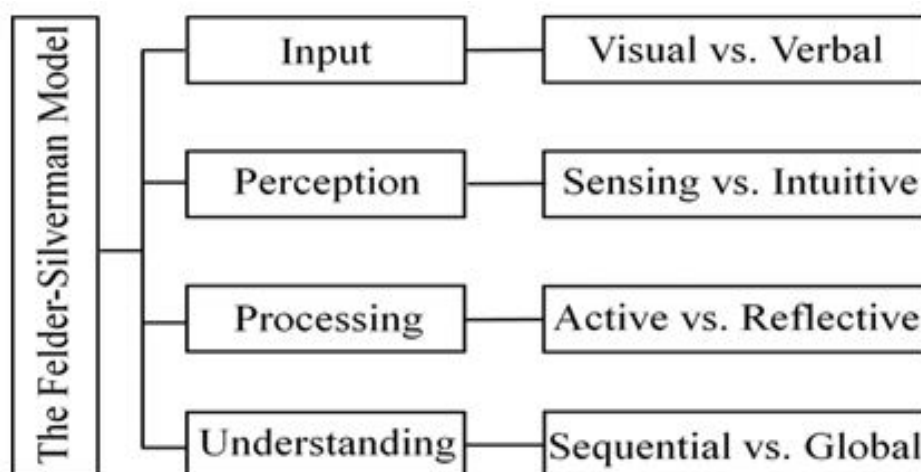
Learning involves a series of “biological and psychological processes that occur in the cerebral cortex that thanks to the mediatization of thinking” (Díaz, 2012, page 6), it means that students emphasize their comprehension of English materials based on frequency their talking with other students. They expressed what their thinking about which is practicing of their communication; writing essay, and talk of their experience. Interacting with the external environment. Students have their own learning style, suitable with their own willingness to improve their English ability. Some results of research have been showed that most of students faced some difficulties to comprehend English materials such as grammar, written expression, reading comprehension and speaking technique materials. High effort must be done to reach learning outcomes. A starting point of Piaget’s Theory in four stages of learning that are going to occurs continuously, and learning activities ends up if the all of them achieved.



**Figure 1:** Stage of Learning Style (Diaz,2012)

Analyzed of learning styles above; students have particular preferences, interest, passion in mastering English materials. If the students feel more enjoy with their learning experience at same time, they considered as active students. Beside that, the students who are passionate of observation, at the middle of it, they reflect to evaluate the result their observation, they considered as reflective students. On the other hand, the students who have more ideas to express, they prefer to share a knowledge as through concept theories, they considered conceptualization.

The discussion of this research also analyzes learning style model conducted Filder-Silverman learning style. One of the most models of learning style.



**Figure 2:** Filder-Silverman learning style of English Materials Mastery (Filder, 2002)

The analyses of this theory were:

- a. The active/reflecting scale: how do you prefer to process information?

Active	Reflective
Active learners learn by doing something with information. They prefer to process information by talking about it and trying it out.	Reflective learners learn by thinking about information. They prefer to think things through and understand things before acting.

- b. The sensing/intuitive scale: how do you prefer to take in information?

Sensing	Intuitive
<b>Sensing learners prefer to take in information that is concrete and practical. They are oriented towards details, facts, and figures and prefer to use proven procedures. They are realistic and like practical applications.</b>	Intuitive learners prefer to take in information that is abstract, original, and oriented towards theory. They look at the big picture and try to grasp overall patterns. They like discovering possibilities and relationships and working with ideas.

- c. The visual /verbal scale: how do you prefer information to be presented?

Visual	Verbal
<b>Visual learners prefer visual presentations of material – diagrams, charts, graphs, pictures.</b>	Verbal learners prefer explanations with words – both written and spoken.



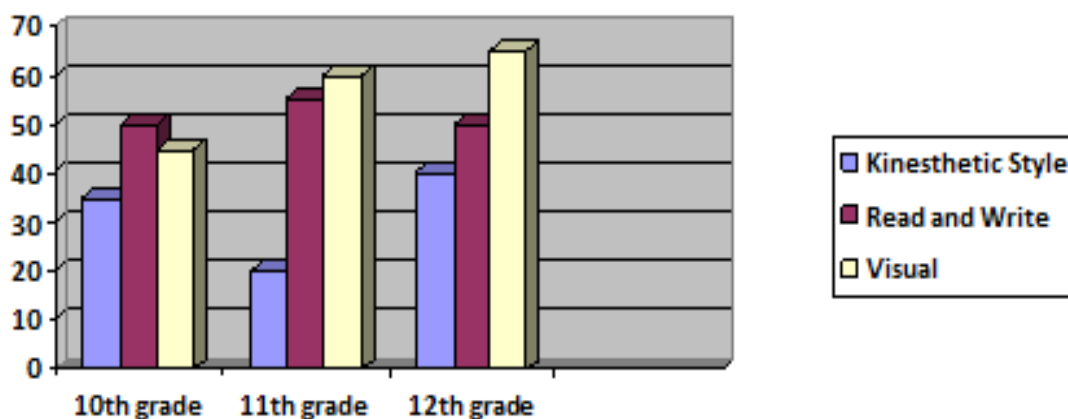
d. The sequential/ global scale: how do you prefer to recognize information?

Sequential	Global
<b>Sequential learners prefer to organize information in a linear, orderly fashion. They learn in logically sequenced steps and work with information in an organized and systematic way.</b>	Global learners prefer to organize information more holistically and in a seemingly random manner without seeing connections. They often appear scattered and disorganised in their thinking yet often arrive at a creative or correct end product.

**Table 1:** Describe the characteristics of sample

Grade	Criteria		
	Sex	Age	English Materials
<b>The students of 10<sup>th</sup> grade</b>	Women: 40% Man: 20%	16-17	General English Materials: 56% Training Materials: 34%
<b>The students of 11<sup>th</sup> grade</b>	Women: 30% Man: 50%	16-18	General English Materials: 45% Training Materials: 55%
<b>The students of 12<sup>th</sup> grade</b>	Women: 40% M an: 20%	17-19	General English Materials: 36% Training Materials: 64%

Data result of this research means that the participants of Senior high school grade have different learning style according to specific criteria. The students of 10<sup>th</sup> grade, women mostly can recognize General English materials around 57%. They have more specific preferences of theoretical than practicing or training materials. Moreover; The students of 11<sup>th</sup> grade, men mostly can recognize training English materials around 55%. They prefer to implement observation to add their knowledge by using reflecting of information which he accepted. They were more active than other students. At the last, the students of 12<sup>th</sup> grade were the most active students. They recognized English materials and the most understand of all students. This study showed that students learning style can influence student's comprehension of English material at teaching and learning activities.



**Figure 3:** The analysis data of the most students' preference learning style

The finding data resulted that learning style of VARK model give a significant correlation among students' ability to comprehend or recognized English materials. Figure above showed represented student's style of read and write, and visual style have more contribution because students' preference can add the information of materials supposed can be helped by using visual demonstration. Researcher indicated, students generally remember 25% what they read, 10% what they hear, and 65% what they say and they do thing continuously. Vark model of learning style properly implemented by teacher to avoid the miss-perception to measure student's achievement or analyse student's in mastering English material. It can be evaluated that each student has different learning style, preference, passion and own characteristics to develop their English achievement to support in-depth their English knowledge later.

## CONCLUSION

This study discussed about student's learning style of English material's mastery. Based on analysis data, learning style of students English teaching learning activities help us to understand some of different way, model and activities in learning. Based on data finding above, there are some learning style can be used to help students in recognizing English material, such as; Piaget's theory, Filder-Silverman learning style, and Vark model. All learning style theory have significant correlation of student's behaviour in English teaching learning implemented at the senior high school grade. This result of research can be a highlight to English teacher in analyses student's problem of mastering English skills, beside that; technique model used as evaluation in assessment student's performance. Finally. It is necessary for further researcher to wide the work of learning style of other variables such as, motivation, sociolinguistic, cultures and other studies related to learning style in-dept to improve academic performance.

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## **EXPRESSION BY ROLE PLAYING: TEACHING OFFERING AND GIVING ASSISTANCE IN SERVING COVID-19 PATIENT**

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### **INTRODUCTION**

As a foreign language, English is very rarely used in daily communication, even for certain professions there are many assumptions that English is not important to be mastered. Of course, the assumption is totally wrong, so a new discourse is needed to create new assumption that English is needed in all aspects.

According to Juhaish (2015), providing English subject for nursing students is a real action so that prospective nurses understand the importance of English in their profession. The provision of English language materials must be carried out effectively and efficiently so that wrong perceptions about the importance of English are no longer patterned. Learning strategies and motivation are important factors in foreign language learning (Richard & Smith, 2002).

Lee (2016) stated that the importance of English for students is not only as a mere cognitive identity, but also to prepare themselves to face increasingly competitive of job competition. Teaching English in accordance with the knowledge of each student will be very useful, especially to face job competition

Teaching English for nurse belongs to English for Specific Purpose. English for Specific Purpose is defined as language teaching program based on instruction to reach the specific needs of several group learners (Richard & Smith, 2002). The substance of ESP is addressing a language that is required by learners. So that's why it must be related with the students' need (Dudley & John, 1998).

In line with international medical needs, quoted from the National Agency for the Placement and Protection of Indonesian Migrant Workers, now day there are many countries in the Middle East, Europe, North America, Asia Africa and America need medical personnel, including from Indonesia. It is predictable that to be able to have a career in these countries, proficiency in English is needed so much.

The need of English language proficiency for nurses is currently felt, especially in facing the COVID-19 pandemic which is globally attacking all parts of the world. Of course, patients who need the care of a nurse are not only natives of Indonesia, but also foreigners who live in Indonesia. A nurse should be able to provide a mild to severe anticipation, one of which is through oral and verbal communication with the patient.

Regarding to its function, a nurse must be able to use the expression of giving and offering help to patients which in English is known as giving and offering some helps. The use of this expression is a nurse's initial communication with the patient she is going to help

Giving and offering some help for nursing students is not enough just explaining the theory and examples, but also requires a method so that students became more motivated in learning. Therefore, the lecturer provides material with a role play approach. So that students understand how to offer and provide an assistance to patients.

The skill of giving and offering some helps in English is classified as a speaking skill. Globally, the fact shows that majority students of high school graduate were not able to speak English properly (Sarwar, Alam, Hussain, Shah, & Jabbin, 2014; Alonso, 2014; Alharbi, 2015).

Makara (2009) said that Role play is a way in teaching learning that facilitate students to play in a specific scenario. It is supported by Qing that Interaction with each other as a projection of real life is an effective and efficient method in improving speaking skills (p.36-39). In line with this statement, Liu and Ding said that the use of role play can help see how students act in familiar situations (p.140-143). Teaching and learning is an interaction activity between lecturer and students. Learning from experience can provide its own advantages in achieving learning objectives (Ahmed, Pervaiz, & Shepherd, 2010). By using the role play method, students can interact in real conditions and are assisted by the surrounding environment before playing a role in the profession they play.

## **METHOD**

The method used in this research was descriptive qualitative. Sugiyono said that qualitative descriptive is a method based on post positivism which aims to describe and explain in detail the problems faced by a group (Sugiyono, 2016). In this research, researcher used two kinds of data collection, they were observation sheet and deep interview. In conducting data using observation sheet the researcher directly touched in with the research subject then he recording and writing the circumstance. While interview used to collect the data by asking some questions face to face with the research subject (Creswell, 2017). Generally, it requires unstructured and open-ended question.

The subjects in this study were nursing students at Wiraraja University Semester IA in 2021 academic year. There were thirty four students in the class. The object in this study was teaching the expression of giving and offering some helps. In this

study, the researcher focused on the cognitive domain. By using the role play teaching method, the researcher observed how students provided services to patients.

## FINDING AND DISCUSSIONS

Result and discussion should be written in same part. They should be presented continuously start from main result until supporting results and equipped with a discussion. The researcher began this research by informal discussion among researcher and nursing students. The discussion was about their experinced in learning English. They focused on the difficulties in mastering vocabularies and pronouncing the vocabulary.

### Diction

According to Keraf (1996), A right diction selection in learning English especially material about expression is an important point, so that the intended expression can be understood by the other. An appropriate word choice can be mastered if only mastered the majority of vocabulary in a language. The importance of skills in choosing the correct diction determines the attitude or response of the speaker to others. In English, choosing the correct diction indirectly determines the speaker's level of proficiency in communication.

In learning English, we easily found many kinds of synonym. The similar word in English will acquire with the purpose in mind (David & Thomas, 1969). The appropriate of meaning in a word demanded by the speaker or writer to get information about relation between language form and reference (Keraf, 1996). Providing material about “giving and offering some helps” to nursing students took place by arranging situations such as when they meet directly with patients.

According to observation sheet, when they were confronted with a patient to provide assistance almost all students used the expression "can I help you?". The students said that they do not know any other words other than “can I help you” to offer help. Therefore, the lecturer provides additional information that there are other expressions that can be used such as "what can I do for you?" Or “would you mind if I help you?”. Students' creativity in choosing and arranging words was still being lack. After saying "can I help you?", they immediately did a general check-up and then gave a prescription. This can be seen from the data finding below:

Student A (nurse) : Good afternoon Mr. come in please

Student B (patient) : Good afternoon, sir. Thank you

Student A (nurse) : **Can I help you?** You look so tired

Student B (patient) : I am sick. My head feel heavy (headache)

Student A (nurse) : Ok I will take a medical checkup.

### **Pronunciation**

Based on the results of interviews, most students find difficult to deal with patient. It was because the role play was their first experience dealing with foreign patients. Some students also had difficulty in choosing words, especially related with health-based words, they also often faced difficulty to express what they want to convey. In addition, students said that they state, "can I help you" in giving an assistance because the sentence was very familiar with them, and the word that was often used while learning English in previous stage was only "can" they understand with the meaning of "dapat/bisa". In oral communication, pronunciation is an important aspect to be mastered especially in English. pronunciation is producing a sound system which does not interfere with communication viewpoint (Paulston & Burder, 1976). Richard & Smith also stated that pronunciation is a way in creating certain word. Communication can be ineffective if the speaker state error pronunciation.

There will be a difference in meaning between the word in question and the understanding of the interlocutor. Understandable pronunciation can be comprehended based on following basic level (James, 2010). Pronunciation classified to a set of habit to produce a sound (Gilakjani, 2012). It means that repeating to spell a word again and again help us to be ale in producing right pronunciation.

Based on the observation sheet, the learning process given to nursing students was slightly hampered. It happened was because students faced difficulty when pronouncing some vocabularies. Even the difficulties affected many students misinterpret the meaning of vocabulary. According to the observation sheet, a student with initial A interpreted the word "flower" spoken by other student with initial AY as "tepung". whereas the right meaning of word "flower" is "bunga". This can be seen from the data finding below:

Student A (patient) : I cannot take breath normally. Please help me

Student B (nurse) : How long do you feel the disturbance?

Student A (patient) : I fell sick for 3 days

Student B (nurse) : I think you need to be checked intensively

Student A (patient) : And also, I cannot smell the aromatic of **flower**

Student B (nurse) : What for do you sniff in **flavour?** You will get sneeze (thinking flower as flavour (tepung))

According to interview, they got mispronunciation due to lack of practice, especially in words that have almost the same pronunciation. They felt stiff in pronunciation due to the cultural accent that is still inherent in speaking. Giving material providing with courses help the teacher to improve their pronunciation instruction (Fraser, 2000).

### **Fluently**

Fluency is a term of expressing our idea with flow and efficient. In some case, few grammars mistake will appear in communication. In academic setting, fluently is one focus to be mastered. It is the way to speak smoothly, clearly, and concisely (no pause or hesitation).

According to the observation sheets, the students tend to deliver unclear statement. They looked unconfident to express what they want to speak. A student with initial H A spoke with low volume when giving assistance. Besides that, he stated letter “a” frequently. It can be seen from the data finding below:

*Student A (nurse) : Good morning*

*Student B (patient) : Good morning, sir.*

*Student A (nurse) : Acan I help you?*

*A you look a pale*

*Student B (patient) : I a get sick. A I a fell breathless*

Based on the interview, the student looked doubtful because they confused in arranging words. A student with initial S stated that he has limited vocabulary. Sometimes he used expressions or body language to express the feeling, so that his friend understood what he meant. He also stated that he worried to use wrong tenses in speaking.

Some obstacles encountered due to pronunciation error in English occurred frequently in class, even in every material given. Anticipation of the error was done by providing immediate correction. The lecturer directly provides corrections or improvements if the students make mistakes when playing role play. Immediately correction was carried out so that students do not repeat the same mistakes when playing the roles of both nurses and patients.

According to the description above, the provision of material regarding giving and offering some helps with the media role play took place with several obstacles. The limited knowledge of students about expressions to provide and offer assistance to patients affected by COVID-19 makes the learning process ran with unoptimal. Only a few expressions were used to describe the expression giving and offering help. In



addition, some mistakes in pronouncing vocabulary were also an obstacle in the learning process. Fluently was also another problem in the process.

## CONCLUSION

Based on the explanation above, it can be concluded that the implementation of learning with the material expression of giving and offering some helps with the roleplay method in dealing with patients affected by COVID-19 for nursing students went smoothly even though they only used a few expressions. Creativity in word processing was still being lack. Pronunciation of some words in English was also a problem because many students do not know how to pronounce some of the right vocabulary, especially in the expression of giving and offering some helps. In addition, due to the mispronunciation the students speak in low fluently.

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## AN ANALYSIS OF DERIVATIONAL BOUND MORPHEME IN JAKARTA POST PUBLISHED 2021 FOCUS ON COVID 19'S ARTICLE

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### INTRODUCTION

Morphology is study about how the words are formed. According to Verhaar (1983), morphology is a field of linguistics that studies the grammatical arrangement of parts of words. So morphology examines details of word form and the effect of changes in word form on word classes and word meanings both grammatical and semantic functions. In syntactic approach, morphology is characterizing as the syntax of morphemes and the way morphemes are combined is accounted for the same syntax that account for improvement of sentences fro words.

Morpheme is defined as the smallest meaningful unit of a language. According to Yule (2010) morphem is a minimal unit of meaning or grammatical function. The morphem “talk” is a minimal unit of meaning while the morphem “ed” is a grammatical function which is used to indicated past tense. Morphemes cannot be divided into smaller language forms, both those that can stand alone or those that cannot stand alone. The morphemes which can meaningfully stand alone are called free morphemes while the morphemes such as –er, and –s, which cannot meanigfully stand alone are called bound morphemes. Yule (2010) states that there are two types of morphemes, they are free morphemes, that is, morphemes that can stand by themselfe as single word, for example, open and tour and bound morphemes which are those forms that cannot normally stand alone and are typically attached to another form, for example as *re*, *-ist*, *-ed*, *-s*.

Bound morphemes are grouped into two parts, namely derivational morphemes and inflectional morphemes. They only refine and give extra grammatical information about the already existing meaning of words which they are attached. Inflectional morphheme is the morpheme that serve a purely grammatical function, never creating a new word but only different from the xsame word. Inflectional morphemes are all suffixes. Fromkin (2005) explained that there are only eight inflectional morphemes in English that have some characteristics such as inflectional morphemes do not change the meaning of part of speech suh as big-bigger-biggest (are all adjectives), inflectional morphemes are required by the sybtax, they typically indicate syntactic or semantic relation between different words in sentence for example: “he eats banana everyday (word “s” mark the third person), inflectional morphemes are very productive they typically occur with all members of same large class of morphemes such as “cats”, “dogs”, “apples”, inflectional morphemes occur

at the margin of a word after only derivational morphemes for instance ration-al-ization-l (-s is inflectional and appears at the end of the verb),

Derivational morpheme is a bound morpheme that changes the part of speech. A derivational morpheme is the morpheme which produces a new lexeme from a base. According to nurhikmah (2018) Derivational is by changing the meaning of the base to which they are attached, while inflectional does not alter the word-class of the base to which it is attached. For example, the English derivational prefix unchanging nouns into adjectives (usual - unusual), while the English inflectional does not change the class word and the meaning. Suffix –s in word ‘clients’ mark plural number (client - clients).

According to Rijal (2016) explained that when a derivational morphemes is added to a base, it adds meaning. It means that derivational morpheme creates new word and new meaning. Derivational divided into two kinds:

Derivational suffixes There are many words can be created or made by adding suffixes to the base of the word. Adjective to adverb, Adjective to noun, Adjective to verb, Verb to noun, Verb to adjective, Noun to adjective, Noun to verb. Derivational prefixes, Derivational is not only suffixes that change the meaning but also prefixes. In adding prefixes to the base.

Table derivational prefixes

No	Prefixes		Meaning
1.	Re-	Verb	Again
2.	Dis-	Verb	Not
3.	Un-	Adjective	Not
4.	In-	Adjective	Not
5.	Im-	Adjective	Not
6.	Mis-	Verb	Wrong

Based on the introduction, the researcher will analyze the kind of derivational bound morpheme, the function of derivational bound morpheme, and the principles of derivational bound morpheme in covid 19’s articles in jakarta post.

## METHOD

This research is descriptive qualitative because describe the phenomenon or researcher fact as it is and describe the situation that will be observed in the field more specifically, transparently, and in dept. In this research, researcher used three ways to analyze and collect data.

The researcher download of article jakarta post and then researcher will read the article and selected about wick data indicate of derivational bound morpheme. After

the researcher found all the words that contain derivational bound morphem researcher identified the data selected about wich data indicate derivational affixes. Classified the data selected indicate derivational affixes which are going to be analyzed.

After collecting the data, the researcher analyze the data apply steps. The researcher classified the data selected about which data indicated of derivational bound morpheme. The researcher classified the data selected about which data indicated derivational affixes. The researcher classified the principle of derivational affixes.

## FINDING

There are several words that categorized in the derivational bound morpheme in covid 19's article in jakarta post published on 2021. These are the following words that covid 19's article in jakarta post. There are some finding of words that consist Derivational bound morpheme affixes. They are shown in the table bellow

**Table 1:** indicate of derivational bound morpheme

No	Words	Derivatinal	
		Prefix	Suffix
1	Reimposes	Re	
2	Aggresively		Ly
3	Meeting		Ing
4	Government		Ment
5	Announcement		Ment
6	Partly		Ly
7	Preparing		Ing
8	Imposing		Ing
9	Outlining		Ing
10	Ordering		Ing
11	Fatality		Ity
12	Filling		Ing
13	Investment		Ment
14	Funding		Ing
15	Development		Ment
16	Monitoring		Ing
17	Choosing		Ing
18	Experiencing		Ing
19	Succesfully		Ful & Ly
20	Conducting		Ing

Based on the table above, researcher found 20 words consist of derivational affixes prefix and suffixes. From suffixes 19 there are: *-ing, -ful, -ly, -ment* and 1 prefix: *-re*.

**Table 2:** indicated derivational affixes

Words	Derivational	
	Class changing	Class maintaning
Reimposes		✓
Aggresively	✓	
Meeting	✓	
Government	✓	
Announcement	✓	
Partly	✓	
Preparing		✓
Imposing	✓	
Outlining	✓	
Ordering		✓
Fatality	✓	
Filling	✓	
Investment	✓	
Funding		✓
Development	✓	
Monitoring		✓
Choosing	✓	
Experiencing		✓
Succesfully	✓	
Conducting	✓	

The researcher found derivational bound morpheme class maintaning in article covid 19. In class maintaning, there is no change of grammatical or part of speech of words. In class maintaning there are 6 words class maintaning. And then researcher found 14 class changing.

Table 3:principle of derivational affixes

Word	Principle		class	
	prefix	suffix	Changing	Maintaning
Reimposes	Re+ v			✓
Aggresively		Ly+adj	✓	

Meeting		Ing+N	✓	
Government		Ment+N	✓	
Announcement		Ment+V	✓	
Partly		Ly+N	✓	
Preparing		Ing+V		✓
Imposing		Ing+V	✓	
Outlining		Ing+N	✓	
Ordering		Ing+N		✓
Fatality		Ity+Adj	✓	
Investment		Ment+V	✓	
Funding		Ing+N		✓
Development		Ment+V	✓	
Monitoring		Ing+N		✓
Choosing		Ing+V	✓	
Experiencing		Ing+N		✓
Succesfully		Ful+Ly+N	✓	
Conducting		Ing+V	✓	

Based on the table above. It can be seen that there is only one word that has the prefix-Re affixed. and there are nineteen words that get suffixes, including -Ment, -Ly, -Ful, -Ity, -Ing.

## DISCUSSION

The kinds of derivational bound morpheme there is two affixes, suffix and prefix. The words that came in the suffix among others, *Aggressively*, *Meeting*, *Government*, *Announcement*, *Partly*, *Preparing*, *Imposing*, *Outlining*, *Ordering*, *Fatality*, *Investment*, *Funding*, *Development*, *Monitoring*, *Choosing*, *Experiencing*, *Succesfully*, *Conducting*. And words that chame in the prefix is *Reimposes*. there are suffix *ing*, *ment*, *ity*, *ly*, *ful* an the prefix *Re* is the same theory from Rijal. The function of derivational bound morpheme is to know part of speech in words. There is class changing and class maintaning. In class changging there are *Aggressively*, *Meeting*, *Government*, *Announcement*, *Partly*, *Imposing*, *Outlining*, *Fatality*, *Investment*, *Funding*, *Development*, *Choosing*, *Succesfully*, *Conducting*. And then in class maintaning is *Reimposes*, *Preparing*, *Ordering*, *Funding*, *Monitoring*, *Experiencing*. Is the some theory from Rijal. The principle of derivational bound morpheme. *Reimposes* (*Re+V*), *Aggressively*(*Ly+Adj*), *Meeting* (*ing+N*), *Government*(*Ment+N*), *Announcement*(*Ment+V*), *Partly*(*Ly+N*), *Preparing*(*Ing+V*), *Imposing*(*Ing+V*), *Outlining*(*Ing+N*), *Ordering*(*Ing+N*), *Fatality*(*Ity+Adj*), *Investment*(*Ment+V*), *Funding*(*Ing+N*), *Development*(*Ment+V*), *Monitoring*(*Ing+N*),

*Choosing(Ing+V),                      Experiencing(Ing+N),                      Succesfully(Ful+Ly+N),*  
*Conducting(Ing+V).*

## CONCLUSION

This research focus of derivational bound morpheme in article covid 19 in jakarta post published on 2021. There some kinds of derivational bound morpheme there is two affixes, suffix and prefix. There is the function of derivational bound morpheme is to know part of speech in words. And principle of derivational bound morpheme. Studies indicate that some of the words found in the covid 19 article contain the derivational bound morpheme.

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## SIMANTICAL ANALYSIS OF MEANING IN SLANG LANGUAGE USED BY TIK TOK USERS

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### INTRODUCTION

Language is very important in our daily life. Because, language is a mean or medium for humans to communicate each other. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Crystal, 2021). Therefore, meaning is necessary to be understood deeply. In linguistic it is called by semantics.

Semantics is a branch of linguistics that studies about meaning. In semantic studies, this is known as a shift in meaning or a change in meaning. In informal situation such as in the society or in one community, people usually use nonstandard language. One of non-standard language for which is found is slang. Slang is frequently used among younger speakers and other groups with special interests (Yule, 2014, pp. 262). Slang in general used as a means of communication in among the youth of his group during certain period. The people have their own language in express self.

Talking about social media, it cannot be argued anymore that every people around the world know about it. One of the social media that most used by teenagers now is TikTok social media. TikTok is an application who supports someone for express himself in the media social (Marini , 2019, pp. 11). the reason why the researcher is interested in researching "slang language on Tik Tok" because nowadays many people use slang on social media, especially on tik tok application which has more users than other social media such as Facebook, Whatsapp, Twitter, and also very helpful in socializing and interacting with fellow social beings.

### FINDING AND DISCUSSION

There are some slang words used in TikTok that consist both lexical and semantical meaning.

**Table 1:** Tik Tok item

No	Slang Words	Comment	Caption	Tik Tok Contents	Lexical Meaning	Semantical Meaning
1	Savage		✓		Fierce and violent	When someone is brave but he

No	Slang Words	Comment	Caption	Tik Tok Contents	Lexical Meaning	Semantical Meaning
						doesn't care about the consequences
2	Spill	✓			Disgorge	Reveal secret
3	Damage		✓		The fire caused great	show admiration for someone's face
4	Sunmori		✓		Sunday morning	Rider schedule on Sunday
5	Crush			✓	Crowd of people pressed together	someone who you like
6	LOL		✓		Laughing out loud	Over laughing
7	YGY			✓	Yes guys yes	Agreeing for something
8	FYP		✓		For your page	Forwarding to main page
9	Bestie	✓			Best friend	Friend who always there every day
10	POV		✓		Point of view	A writers point on his work

From the table above, it can be seen that there are ten words used by Tiktokers. Those words are “savage, spill, damage, sunmori, crush, LOL, FYP, YGY, bestie, and POV. There are some captions and comments used abbreviation such as “LOL” consists of three letters that each letter refers of words. Letter “L” represent word “Laughing”, letter “O” represent of word “Out”, and “L” represent of word “Loud”. Thus, it can be

concluded that “LOL” is an abbreviation. A slang word “YGY” also constitute of abbreviation form. It is known from the pronunciation that pronounced letter by letter and slang dictionary. The word “YGY” consists of three letters that each letter refers of word. Letter “Y” represent of word “Yes”, letter “G” represent of word “Guys”, and the letter “Y” represent of word “Yes”. So, it can be concluded that “YGY” is an abbreviation. The slang word “FYP” is divided into three letters, those are the letter “F” represent of word “For”, the letter “Y” represent of word “Your”, and the letter “P” represent of word “Page”. It can be said that “FYP” is an abbreviation. The word “POV” consists of three letters, they are the letter “P” represent of word “Point”, the letter “O” represent of word “Of”, and the letter “V” represent of word “View”. It known from the pronunciation that pronounced letter by letter and slang dictionary. The TikTokers used those words to make them shorter and look slang.

All of the TikTok’s users must use slang language and those have meaning. This study explained what each of selected slang words means, and how can they use in the conversation. This study analyzed each of these slang words from a data science perspective. The researchers explained in detail the meaning of slang words used by TikTokers, as well as lexical and the contextual meaning of each slang word itself. Below is the explanation about meaning of the slang words. @iky “udah savage, tp tersavage lageee”. It means that he gives insinuating from someone but just kidding. @Unaa “spill skincarenya please” she comment if she also wants good looking. @Hyaraa “damage di lapangan masyaallah bngtt!!” this video showed arhan when he playing football his face so cool. @VICTORY RACING “Sunmori kelas elit, si boy ketar ketir liat ini” she thinks a boy actor in the anak jalanan movie shock if looked this racer. @\$panggil aja jeIZ “crush?” the TikTok user here showed a question about who someone like you. @Trainee A ”my bestie lol” play with them can make me lough out loud. @ygy “liatin dulu aja cara maennya ygy” he asked us to look them how to playing. @jeonki “lets introduce my self, I am jungkok” he showed his photo before to be a jungkok until change like a jungkok face. comment @fadilahlutfi0”bestie”she remember to his best friend if something she want to feel happy with her. @bella arswendita” #POV”she talk about the journey of his life with his boyfriend.

## CONCLUSION

Nowadays many people use slang on social media, especially on TikTok application which has more users than other social media such as facebook, whatsapp, twitter, and also very helpful in socializing and interacting with fellow social beings. Slang is informal language which is used in a particular group of people especially used by mellenial generation in their activities to communicate each other. The slang words

that are used in TikTok consist of abbreviation. Beside, the slang words used in TikTok have meaning both lexical and semantical.

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## **BILINGUALISM AND MULTILINGUALISM, AND ITS CONTROVERSY ON CHILDREN'S LANGUAGE DEVELOPMENT**

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### **INTRODUCTION**

Bilingualism or multilingualism is a phenomenon that is often encountered because there are several experts who say that almost 2/3 of the world's population is estimated to speak two or more languages. For example, a person is part of the Javanese Tribe and Javanese becomes the mother tongue that is used, then, while in an educational institution, that person learns Indonesian because that language is the language of instruction in schools or government institutions. Then, not infrequently when someone enters an international class or because of certain needs there is a demand to learn a foreign language, for example English, Arabic, or Chinese and Korean, we become multilingual.

Bilingualism or multilingualism occurs for several reasons, such as marriage between two people of different ethnicity or nationality. This phenomenon can also occur because of political policies set by a government, even because of prestige, where there is also an assumption that certain languages have high prestige because they are the language of instruction in international institutions or in international relations. An example is the one in Czarist Russia, where Russian aristocrats learn French in relation to their social status (Siwoku-Awi, 2016). It is also known that Indonesia is a developing country that is currently collaborating with various countries, and this is where language plays its social role or function in various fields. Sumarsono said that language continuously understands its social function in all fields, as a forum for people's behavior and activities, in addition to its function as a communication tool, namely in the social, political economy, medicine, trade, technology, science, communication, transportation, and so on fields (Sumarsono, 2013). For example, we have seen that the majority of the languages spoken by the United Nations are English, Portuguese and French.

In the process of language acquisition and learning, the term language acquisition is known. Linguist from America, Noam Chomsky mentions the Language Acquisition Device (LAD) (Chomsky, 1986). But in 1986, the theory of LAD was replaced with the concept of Universal Grammar (UG). Universal Grammar is explained as "...This involves some basic linguistic principles, that children are born with pre-ordained options and that they check the possibilities against what they "hear around them in order to set the parameters' of their internal grammars" (Siwoku-Awi, 2016).

The human brain is divided into two parts, the left and right. The left brain has functions related to analytical thinking, logic, language, science and mathematics. While the right brain is more on intuition, creativity, art and music. The Asian Parent Indonesia states that a child's brain works hard to develop in the early days of life by using the 5 senses, namely sight, hearing, smell, touch and taste. In the process of development, the child's brain has phases in the development of several things, for example in the realm of motor development, it occurs during pregnancy until the age of five years. Emotional development occurs from the time the baby is born until the age of 2 years, where the most sensitive age for this development is between 10 to 18 months. Vision develops over time from birth to 2 years, especially between 2 to 2 months and 8 months. In relation to vocabulary, brain development occurs at the time from birth to the age of 3 years, especially at the age of 6 to 12 months, while for the second language between 6 to 10 months. For logic (mathematics) and music, it occurs from birth to four and 10 years (Jpqosinbo, 2019).

Children are unique individuals. This was conveyed by Mulyasa who stated that early childhood is a different individual, unique and has its own characteristics according to the stages of their age (Mulyasa, 2012). In the process of child development, we recognize the golden age, where a child's brain is able to absorb many things, just like a sponge can absorb a lot of water. So, at this age, special attention is needed from both teachers and parents, including maximizing the input of language or vocabulary taught to children, including teaching a second language or a foreign language. Some opinions state that the first four years of a child's age are the golden ages. In relation to this, Baker said that in order for children to have bilingual abilities, children must get a lot of input and practice through listening and speaking activities from the two languages being studied, with strategies that consider the quality and quantity of introducing the language to be studied, so that good results can be obtained. evident in the development of bilingualism (Pransiska, 2018).

However, in society there is an assumption that teaching foreign languages to children will complicate language acquisition in children. In this paper, the author will describe the pros and cons of the experts and the public regarding bilingualism or multilingualism children. One expert opinion against the existence of bilingualism and multilingualism is Duhaney who states that children with diverse linguistic backgrounds will have doubled scores during the final exam or college entrance test (Duhaney, 2005). Duhaney (2005) stated that students from diverse linguistic backgrounds have historically been overrepresented in special education classes and low-performance tracks and achieved lower rates of school completion

and university enrollment. However, some other experts consider that bilingual or multilingual children have benefits from this, one of which is expressed by Allyssa McCabe in her writing that although there is an assumption from some people that multilingualism can be harmful to children, research does not support this assumption. and speaking more than one language is often considered an entry card in the global economy (McCabe et al., 2013).

## **FINDING AND DISCUSSION**

### **Language Development on Children**

Before children are able to speak fluently or think about more complex things, children learn language from words or conversations made by adults around them. This is what is commonly called motherese or baby language. Motherese refers to the child's first chatter with his nurse. Usually babies say repeated syllables, for example ma-ma-ma-ma or ba-ba-ba-ba and so on. This kind of syllable will usually be interpreted as a call to their parents, mama or papa, even though basically the chatter does not actually have any meaning. This first chatter will later become the child's first language, or in other terms we know the mother tongue or first language.

In the process of language development in children, for example for children who speak English, are as follows: 1) At 6 weeks the child is in the cooing stage, 2) At 6 months in the babbling stage, 3) At 8 months in the intonation pattern stage. , 4) At 12-15 months of age two-word utterances, 5) At 18 months of age two-word utterances, 6) At 21 months of age three-word + utterance, 7) 18 months of simple negative, 8) 18 months are simple questions, 9) 2 years are inflections (word endings), 10) 3 years are adult-type negatives, 11) 3 years are adult-type questions. 12) 3.5 years are adult-type questions, and 13) 10 years are adult-type grammar (Siwoku-Awi, 2016).

Other experts say that the ability to distinguish the basic sounds of children's language already exists even in newborn children (Kuhl, 2004). Fenson Lary et. al. In his writings, he states that the acquisition of words experienced by children varies depending on each individual, however, it can be generalized that the average child can produce 10 words at the age of 13-14 months, 50 words at the age of 17-18 months, and 200-300 words on their second birthday, although the number of words they understand is much more, even reaching 100 words at 14 months of age (Fenson et al., 1994). Children who learn more than one language from an early age will have a unified language system, but later they will be able to separate them at a certain age. Albert & Obler mention that they will start to sort out the two separate languages at the age of 3 and the clear separation of the two languages may occur around the age of 7 (Albert & Obler, 1978). Volterra and Taeschner mention that

there are three stages in lingual development or language development. in the learning of bilingual children, namely: (Volterra & Taeschner, 1978)

in the first stage children think of the two languages as one language system and develop their lingual competences like a monolingual child but mixing between the two sets of lexical elements; in stage two the child differentiates between the two lexical systems of languages but has one system of syntactic rules; in stage three both the lexical and syntactic systems of the respective languages are differentiated.

From what was conveyed by Volterra and Taeschner, it can be seen that at the first level, children think that the two languages they use have one language system and develop like monolingual children even though they mix two lexical elements from the two languages (Volterra & Taeschner, 1978). Then, in the second stage, children begin to distinguish the two lexical systems of the two languages they use but still have one syntactic rule. The third level is the level at which the lexical and syntactic systems of the two languages spoken by bilingual children have been distinguished.

In their book, Lightbown and Spada mention that there are 7 things that affect the second language learning process, namely intelligence, aptitude, personality, motivation and attitudes, learners preference, learner beliefs, and age of acquisition (Lightbown & Spanda, 2013).

### **Intelligence**

Research conducted in Canada shows that intelligence has a close relationship in the development of French children's second language which includes reading, grammar, and vocabulary. However, this research also shows that the level of intelligence of children is not related to the ability to speak (oral productive skills). The same thing was found in several other studies. This shows that the level of intelligence is indeed a strong factor when it comes to language analysis and grammar learning, but the factor is not very strong when it comes to communication and interaction.

### **Aptitude**

Aptitude is also known as “talent”. By knowing the talents that exist in each student, it will enable teachers to help their students to choose certain classes that are suitable for students. If teachers do not know the talents of their students, then it is better for teachers to use varied learning methods that can accommodate these talents.

### **Personality**

It is stated that several types of personality have an impact or can influence second language learning, but this influence is not easy to demonstrate empirically. For example, one study showed that extroverted learners were considered suitable for language learning. However, this conclusion is not fully supported by other



researchers. It should be noted that despite the controversy over this issue, many researchers believe that personality will appear to have an important influence on the success of language learning.

### **Motivation and Attitudes**

There is a lot of research on the role of motivation and attitudes in relation to second language learning. Almost all research results show that positive motivation and attitude are related to success in learning a second language. However, these studies cannot precisely (precise) show how these motivations are related.

### **Learners Preference**

Learners will have a certain tendency to master the new material they get. The term that is usually used is learning style which is used to describe the natural, commonly used or chosen way to absorb, process, master certain new information or abilities. Some examples of existing learning styles, for example visual, aural, and kinesthetic

### **Leaner Beliefs**

Second language learners are not always aware of their learning style, but they have certain beliefs about how best to instruct them in learning. This kind of belief is usually based on previous experience.

### **Age of Acquisition**

In the study, it was stated that in immigrant families, children in these families can master a second language like native speakers, but parents or adults cannot reach that level. The explanation for this is that as in the acquisition of a first language which has a critical period, the same applies to the acquisition of a second language.

### **Bilingualism and Multilingualism**

Dörnyei & Csizer mention that 2/3 of the world's population is estimated to understand and speak two or more languages (Dörnyei & Csizér, 2002). This point is similar to what Holmes stated that more than half of the world's population is bilingual and many are multilingual (Holmes, 2013). So, it can be said that the phenomenon of bilingualism or multilingualism is a phenomenon that is close to us, not only in Indonesia but also in other countries around the world. The Indonesian state will not be separated from the phenomena of bilingualism and multilingualism because Indonesia is a nation rich in ethnicity, culture and language. With the existence of more than 700 regional languages in Indonesia (Izzak, 2009), as well as the existence of the Indonesian national language used in formal and government institutions, indirectly the Indonesian people have experienced the phenomenon of bilingualism. Not to mention, people who work in international institutions or study at schools or campuses in international classes, then English or other foreign languages are the third language used. Thus, multilingualism occurs. So, it can be

said that bilingualism is something that is common nowadays. This is supported by Wei's statement that Bilingualism is quite common and happens in many parts of the world, with perhaps one in three people being bilingual or multilingual (Wei, 2020).

Nababan and Subyakto stated that bilingualism is a habit or behavior to use two languages in a speech community (Subyakto & Nababan, 1992). Hurlock also stated the same thing which stated that bilingualism is using two languages (Pransiska, 2018). There are several theories that explain bilingualism, some experts state that bilingualism means mastery of two languages with a similar level, there are also those who state that the ability to master a language does not have to be the same or one level to be called bilingual. Bloomfield states that bilingualism is mastery of a second language at the same level as native speakers. Macnamara mentioned different things that the mastery does not have to be the same for both. Macnamara's opinion is supported by Haugen's statement which states that bilingualism is only an introduction to a second language (Rahadi, 2001). Unsworth defines multilingualism as user proficiency in two or more languages. While the term "early multilingualism" refers to the term "multilingual first language acquisition", and is defined as exposure to and usage of two or more languages by the child starting anywhere between birth to the age of three (Unsworth, 2013). Mackey and Fishman mention that linguistically bilingualism is defined as the use of two languages by speakers in their interactions with other people alternately (Chaer & Agustina, 2004), even though bilingualism is not limited to the linguistic level but also includes socio-cultural issues in a broader sense.

Research related to bilingualism and multilingualism has been going on for a long time. The first research was conducted by Ronjat in 1913 and between 1939 and 1949 published the results of his research on his bilingual daughter who spoke German and English (Ermela, 2017). There is an assumption that bilingual or multilingual children have slower language acquisition than monolinguals. For example, Moon, Cooper and Fifer mention that monolingual infants show that from as early as two days of age, children discriminate between their mother tongue and an unfamiliar language with a different basic rhythmic structure by showing auditory preference (for instance turning the head towards, or exhibiting longer listening times) for their mother tongue (Moon, Cooper, & Fifer, 1993). The same thing was also stated by Bosch and Sebastian Gallés who stated in their research on bilingual toddlers, that these toddlers were oriented to one language and were slower than monolingual babies and oriented to the mother tongue later than languages that were not familiar to them (Bosch & Sebastián-Gallés, 1997). Another study that supports this is that the principle of mutual-exclusivity that facilitates language learning in monolingual children is not the same as that which develops in multilingual children

(Houston-Price, Caloghiris, & Raviglione, 2010). When we consider these findings, we come to the conclusion that bilingual or multilingual children will have slower language development than monolingual children.

However, these findings are contradicted by findings in subsequent studies, where learning a foreign language at a young age or at an early age has quite a number of advantages for child development. Allyssa McCabe in her writings mentions that although there are assumptions from some people that multilingualism can be harmful to children, research does not support this assumption and speaking more than one language is often considered an entry card in the global economy (McCabe et al., 2013). This advantage is also mentioned by Freudenstein who mentions several benefits of learning foreign languages at an early age, for example: (Hidayati, 2019)

- a. Intellectual movement; children who learn a foreign language have a higher mental level, they are better than monolingual children both in verbal and non-verbal abilities of the same age.
- b. Mother tongue improvement; incorrect to say that learning a foreign language will interfere with the development of the mother tongue or even interfere with acquisition. Learning it will help children to understand their mother tongue system better.
- c. Cultural gains; Foreign language learning can support the growth of individual character quality and it has an important role in character development.

Bilingualism or multilingualism can also support cognitive development in early childhood. Morrison said that being bilingual will provide benefits to children in terms of cognitive, cultural and economic improvement (Morrison, 2012). In her writing, Ninawati summarizes several opinions of experts or education experts about the advantages of bilingualism in children, as follows: (Ninawati, 2012)

1. Children understand the structure of the two or more languages they are learning so that it makes it easier for them to communicate
2. Children are more sensitive to the meanings that can change in the two languages they learn
3. Children are more sensitive to the pragmatic aspects of the two languages they learn
4. Children have a tendency to be flexible and creative and have advantages in nonverbal intelligence tests
5. Bilingual children show better analytical orientation than monolingual children.

6. Bilingual children use hermeneutics (prompt) in interpreting sentences that contain multiple meanings better than monolingual children.

Then, it is stated that children who speak more than one language are usually related to the following points: (The Australian Parenting Website, 2019)

1. Having better academic results. This is because bilingual or multilingual children can concentrate better, solve problems better, understand language structure better, and are good at multitasking.
2. Having more and more interesting career opportunities later in their lives.

In addition, if children speak more than one language, they will have a better sense of self-worth, identity and belonging. This is because:

1. They feel proud of their ancestral heritage
2. Feel confident when communicating and dealing with extended family members and talking to other people who speak other languages.
3. They can enjoy music, movies, literature and others in more than one language.

In addition, there are several advantages for families and language development, namely:

1. Improve communication among family members
2. Increases emotional bonding
3. Make you and your children a part of your culture.
4. Increase the sense of belonging to a particular cultural identity.

Then, the advantages to society when children speak more than one language are:

1. Everyone in the community has a better appreciation of language and cultural differences
2. Children can easily travel and work in countries with different languages and cultures when they grow up.
3. Children will understand and appreciate different cultures.

There are also challenges mentioned when we raise bilingual and multilingual children, namely: (The Australian Parenting Website, 2019)

1. Stick with your heritage language, even when there's pressure to choose English
2. Keep yourself and your children motivated to use your heritage languages
3. Help your children understand the benefits of multilingualism and bilingualism

4. Make sure your children get lots of chances to hear and use their second and other languages
5. Talk to your children's teachers and get their support for your efforts
6. Get support for yourself – for example, by talking to friends and family who are raising multilingual or bilingual children and finding resources in your community, like bilingual playgroups.

Tracy Trautner in her writings mentions several other advantages for bilingual children. Bilingual children may have a superior ability to focus on one thing and change their responses, easily exhibiting "cognitive flexibility." Both traits require self-control, a trait that is highly desirable in early childhood classrooms as well as life. When a bilingual toddler tries to communicate, the languages in the brain "compete" to be activated and chosen. The child must choose one and suppress the other, which requires attention and the ability of the brain to be flexible, which is possible at this early age. Distraction forces the brain to resolve internal conflicts, giving the mind a workout that strengthens its cognitive muscles (Trautner, 2019).

Bilingual children are also more adept at solving certain types of mental puzzles. A 2004 study by psychologists Ellen Bialystok and Michelle Martin-Rhee found that bilingual youth were more successful at dividing objects by shape and color than their monolingual counterparts who struggled when a second characteristic (sorting by shape) was added. This suggests that bilingual experiences enhance the brain's command centers, thereby giving it the ability to plan, solve problems and perform other mentally demanding tasks. These tasks include shifting attention from one thing to another and keeping information in mind, such as remembering a sequence of directions when getting ready for school in the morning or, for adults, driving a car.

While it may be easier for children to learn a second language, there are benefits for adults as well. The researchers found that young adults who knew two languages performed better on tests of attention and had better concentration than those who spoke only one language. They also respond faster or more accurately than their language counterparts, according to (Kapa & Colombo, 2013). This is largely due to the exercise our brains receive when switching from language to language when deciding how to communicate. This allows us to focus better during lectures and remember relevant information.

Learning a second language can also protect you from Alzheimer's. Recent brain studies have shown that the brains of bilingual people function better and longer after an illness. On average, the disease is delayed by four years compared to a single language. Don't be afraid that learning two languages will confuse or distract

your child. Remember, their brains are flexible, and skills developed outside of learning a second language are immeasurable. Bilingual children learn that an object remains the same even though the object has a different name in a different language (object permanent). For example, one foot remains one foot in English as well as French. Research has also repeatedly shown that learning a foreign language improves critical thinking skills, creativity and flexibility of the mind.

## CONCLUSION

Bilingualism and multilingualism are phenomena that we often encounter around us, because almost 2/3 of the world's population is bilingual or multilingual. There are two opinions about the pros and cons of this phenomenon in children's language and cognitive development. This research has been started a long time ago, and even now the pros and cons of this phenomenon still exist. Some researchers or experts argue that bilingualism will make children have bad grades in final exams, even in college entrance tests. One expert, namely Garrick Duhaney stated in his writings that students with diverse linguistic backgrounds are considered to enter special classes (in a bad context) and have poor grades. He stated that students from diverse linguistics backgrounds have historically been overrepresented in special education classes and low-performance tracks and achieved lower rates of school completion and university enrollment. However, there are also many studies that have developed to date which state that rather than the negative side mentioned above, there are far more benefits for children of bilingualism and multilingualism, for example, children become more tolerant and appreciate differences, get better grades on verbal tests, and others. In fact, some researchers say that children with bilingualism and multilingualism have higher scores than monolinguals. The author also argues that there is no harm in applying this to children because there are many studies that support this phenomenon.

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**AN ANALYSIS ON INTERNAL CONFLICTS FACED BY MAIN  
CHARACTER IN MOVIE HACKSAW RIDGE BY MELL GIBSON**

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**INTRODUCTION**

There are three basic genres of literary works to be found include poetry, drama, and movie. The movie is a literary work that describes human life as dialogue and monologue. In the movie the characters use the script to support their acting skills, lighting, music, makeup and fashion. There is not a single human individual in the world who has the same character, where differences in character can create a conflict.

There are some conflicts in the literature movie that plays important function in the essence. Without conflict in the movie, the plot would be really uninteresting and it would become one of the intrinsic elements that must exist in a movie. According to Kenny (2001) conflict comes in two categories that's are internal conflicts and external conflicts. Internal conflict is a conflict with the character of the individual's own mind or heart, and external conflict is conflict with other people or environment. It means that internal conflict is a conflict that the individual faces or experiences with himself because of our pressure and expectations that differ from his wants or expectations. External conflict is conflict that occurs between a character and something outside of itself, perhaps with the natural or the his environment. According to Alwy (2005, p.287) conflict is something caused by two or more people have different desires trying to control ourselves so that behaviour occurs.

Every conflict will have an impact, one of them is in the form of damaging the social integration of the community, causing social and psychological trauma. According to Richard (1996) the negative impacts of conflict are many and varied. Conflict can cause deep mental anguish, a relationship that was originally harmonious can turn bad because the conflict is not controlled effectively. Whether it's being ostracized from society and being bullied, oppressed and treated badly, to the point of causing death.

From the explanations above, the researcher can conclude that conflict can occur anywhere both in movie or novel but also in our life as we know, every one in the world has a conflict and it can be internal and external conflict that can be analyzed from a one-sided personality or behaviour and others. The conflict both internal and external occur in the drama, for example the hacksaw ridge movie. Hacksaw Ridge

is the movie war biography released of 2016, directed by Mell Gibson and produced by Terry Benedict has been a box office success for best movie editing and best sound. Desmon T Doss played by Andre Grawfiel tried to bring back another heroic character , in which a soldier refused to use weapons for religious reasons. But he managed to save 75 people in battle Okinawa during World War II.he received the highest military medal of the United States Government. It is based on the true story of the war movie genre, almost all the issues are raised in Hacksaw Ridge movie like trust, romance, bullying, society and attachment.

In this case the researcher is interested to conduct the research in the titled *an analysis on internal conflicts faced by the main character in the movie Hacksaw Ridge by Mell Gibson*. In this study, the research will focus to analyze the internal conflicts faced by the main character, the researcher will limit the research by using psycho analysis theory of Sigmund freud in the movie Hacksaw Ridge by Mell Gibson, to know the impact of conflict and use kenny theory to find the kind of conflict. According to Freud in Wiyatmi (2011: p.11-13), 1). Id, is the center of all dynamic mental energy of a person (psychicenergy). This is the main component of human nature that has existed since birth in to the world. This aspect occurs completely unconsciously and involves primitive an distinctive behaviour. The things that drive this id are lust, desire, and need. 2). Ego, is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a way that is acceptable in the real world. The ego functions both in the conscious, preconscious, and unconscious minds. 3). Super Ego, is the moral aspect of a personality that is obtained from parental up bringing or the norms and values in society and is based on morals and judgments about right and wrong. Although the superego and ego can reach the same decision about something, the super ego reason for make decisions based on moral values. Freud said that the super ego is an aspect of personality that contains all the moral standards and ideals that we get from both parents and society, regarding the sense of right and wrong. The super ego provides guidelines for making judgments about everything. The set three personality systems are interrelated and form a totality, and human behavioris the interaction of the three products.

The research problem of this research are: 1). What are the internal conflict faced by the main character in the movie Hacksaw Ridge by Mell Gibson, 2).What are the impact of internal conflict faced by the main character in the movie Hacksaw Ridge by Mell Gibson. The objective of this study are to answer the problems of research stated in the background of the study. There are two specific objectives of research:1). To find the internal conflict faced by the main character in the movie

Hacksaw Ridge by Mell Gibson.2). To know the impact of the internal conflict faced by main character in the movie Hacksaw Ridge by Mell Gibson.

### **METHOD**

The researcher use qualitative research, According to Shank (2002), defines qualitative research as a form of systematic empirical inquiry into meaning. The researcher use qualitative research research based on the problem of research that will analyzed kinds of conflicts faced by main characters in the movie hacksaw ridge by Mell Gibson.

The data source of this research is from the movie Haksaw Ridge by Mell Gibson that the researcher watched and the dialogue of the main character in the movie Haksaw Ridge by Mell Gibson, the researcher took the dialogue script from; [https://www.script.com/script/hacksaw\\_ridge\\_9469](https://www.script.com/script/hacksaw_ridge_9469).

### **Technique of Collecting Data**

The Data collection is one of the most important aspects of research. According to Sugiyono (2016:p.224), data collection strategies are the most strategic step in research because the primary goal of research is to obtain data. Data collection techniques that are reliable will produce data with high credibility this research only focuses on observation and documentation methods observation namely: Read the script and watch movie many time in one month. Identify the purpose of this research, the purpose of observation in this research is to find the kind of conflicts even faced by main character. Search for a dialogue or script that represents the scene that is the target of research in Mell Gibson's movie Hacksaw Ridge. Documentation is the process of collecting, selecting, processing, and storing information, in the form of books, archived documents, figures and written pictures, in the form of reports and information that can support research. In this research used take note the function of the researcher note-taking technique is to record the sentences in the movie, either in the script or in the dialogue. The use of note-taking techniques this is very flexible, because the data will not be lost or damaged.

### **Technique of Analyzing Data**

Data analysis is a method for processing a collection of data or for obtaining information. Data analysis is a method for processing a collection of data or for obtaining information. Miles and Huberman in Sugiyono (2016: 246-253) state that activities in qualitative data analysis are carried out interactively and take place continuously to completion. The amount of data that has been obtained requires careful recording and detail. Therefore, it is necessary to perform immediate data analysis through data reduction. There are data reduction, data display, and Conclusion drawing verification.

Data reductions it means summarizing, examining the main things, focus on the important things, looking for themes and patterns. For answering the first statement of problem the researcher displays data about dialogues and scripts of internal conflicts faced by the main character in the movie Hacksaw Ridge by Mell Gibson using tables:

**Table 1.** Table of internal conflict

No	Data Dialogue	Internal Conflict
1	<b>note: dialogue data related to the main character's internal and external conflicts</b>	

The last step after displaying the data is drawing conclusions and verification. Then to answer the second statement of problem the researcher use the data of dialogue from the table to be analyzed by using psychoanalyst theory by Sigmund to know the impact of the conflict in the movie after that the researcher draws conclusions and verifications. The conclusions generated are conclusions from data that are in accordance with the intent contained in the basic concepts of a more precise and objective analysis.

## FINDING AND DISCUSSION

After watching, reading the script and analysing the movie about **Hacksaw Ridge** based on the observations, the researcher found two kind categories of conflict in main character namely internal and external conflict. The researcher displays the data by using table to make easier to understand.

**Table 2.** The Internal Conflict Faced By Main Character In Movie Hacksaw Rigde By Mell Gibson.

No	Data Dialogue	Internal Conflict
1	<b>Bertha</b> ;Very well fill it with kisses, tell him that the world is a soft and gentle place. When it will be fine <b>Desmon</b> ; I could have killed him. <b>Bertha</b> : - If you could. The killing is the worst of all Taking the life of another person is most degrading in the world Nothing hurts more than his heart.	√
2	<b>Clonel stalzer</b> : Hearing voices Dawson? <b>Desmond</b> : No sir <b>Clonel Stalzer</b> : From what I understand have communication with God, is it?	

No	Data Dialogue	Internal Conflict
	<p><b>Desmond</b> : Lord I'm not a crazy person  Clonel stalzer : This is how you think it takes people like crazy?  <b>Desmond</b>: I know I'm different, but not pretend to be someone I'm not, I am what I am.  <b>Clonel Stalzer</b> :It sounds lonely.  You are alone?  So do not hear voices?  <b>Desmon</b> : - No sir, I pray to God  And I like to think he hears me, but it is not a conversation.  Since we're pretending to have at this time.  <b>ClonelStalzer</b> ; Faking out?  <b>Desmond</b> : - Yes sir, I know you put me in section eight  For me out of the army but no, I will not  I just believe in what I believe.  <b>Clonel Stalzer</b> : Well, I'm trying to understand, it was God who told you you will not take a rifle?  <b>Desmond</b>: God says thou shalt not kill.  That is one of the most important commandments  <b>ClonelStalzer</b> : Most people take it, You shall not commit murder.  war are totally different circumstances  <b>Desmond</b> : And Jesus said, and give you a new commandment  They love each other just as I love  Clonel stalzer : It is the real demon with whom we are fighting, sure as a good Christian can see that.  Desmon ; I can see that, sir, that's why I joined.  But sorry, I'll carry no weapons.</p>	√
3	<p><b>Capt Glover</b> : You probably think I'm a bastard  Who cares more rules than their men.  May I?  I believe in this book as much as any other man.  But like any other man fights with my conscience but.</p>	

No	Data Dialogue	Internal Conflict
	<p>What do you do when everything you value is under attack?</p> <p><b>Desmond</b> ;I do not know sir. I can not answer these questions. But I also feel that my values are under attack. I do not know why.</p> <p><b>Capt Glover</b> : I do not care about your principles that the Japanese not When you see a wounded soldier or attack you? Hit him with your Bible?</p> <p><b>Desmond</b> : I am ready to give my life for my men.</p> <p><b>CaptGlover</b>: You do not always win just by giving your life. Look, you're here because I do not want to see you in a cell. Declare yourself guilty and have the mercy of the court, and you can go home to celebrate.</p>	√

Based on to the dialogue (1) It describes an internal conflict because the dialogue between Desmon and Bertha there is fear, fear of Desmon because it almost killed him and caused trauma to Desmond. It is related to theory by Kenny, said that conflict comes in two categories: internal conflicts and external conflicts. Internal conflict is a conflict with the character of the individual's own mind or heart, and external conflict is conflict with other people or environment (Kenny, 2001). Desmon conversation with Bertha "I could have kill him" signifies Desmon's internal conflict, that's where Desmon's trauma appears until he grows up. From the dialogue (2), it describes an internal conflict because conflict between Desmon and Colonel Stalzer, Colonel Stalzer said sarcastically, he thinks Desmon is crazy or hears God's voice causing anger within Desmon. He only says that he believes that there is no difference between them. It is because Desmon refuses to carry the weapon and believes in his religion. From the dialogue (3) it describes an internal conflict Capt. Glover told to Desmon to admit his guilt so that he wouldn't be in prison and stop making silly things by refusing to hold of a gun because of religion, but Desmon still refused and make a confused within himself.

### **The Impact of Internal Conflict Faced by Main Character in Movie Hacksaw Ridge**

Based on the data dialogue (1) that it is internal conflict between Desmon and Hall because of their fight that Desmond nearly killed Hall but from Desmo dialogue between Bertha, Desmond remembers – *Sixth Commandment, Don't kill*. In the bible Desmon promised from that day that he would never kill, Bertha also said that God hates murder, and taking the lives of others is a sin that God hates the most. conflict the fight between Desmon has an impact on whitin its self Desmon, helplessness, trauma, feelings of guilt Desmon will accidentally kill Hal, besides having an impact on Desmon data dialogue (1) also has an impact on the ego, where Desmon is traumatized and decides not to kill anyone for Desmon belief.

According to dialogue (2) it is internal conflict, the conflict that happens between Desmon and Clonel Stalzer from the dialogue therefore Clonel Stalzer clearly says that desmon is considered crazy because he wants to be a soldier but refuses to hold a gun, and questions desmon's psyche, but Desmon still rejects accusations that he is crazy, he only believes in what is forbidden in his religion. Even then he refused to hold a gun. Conflict desmon with clonel stalzer from data dialogue has an impact on whitin itself Desmon, causing Desmon to be frustrated how not to be considered insane only he believed in it. and is considered crazy for holding weapons, but he still wants to be a soldier to help others in war. Besides having impact on Desmon data dialogue (2) it has also an impact on the id, therefor Desmon still refuses to accuse him of being insane, because he believes in something of his religion, and he refuses to kill or wield weapons as a soldier.

According to data dialogue (3) it is Internal conflict, the conflict that happens between Desmon and Capt Glover , from the dialogue Capt Glover sks Desmon to admit that he has mental problems, on his registration he holds a gun, but Desmon still refuses to say that he can become a soldier while holding a gun, Glover refuses to be able to lie, but Capt Glover is convinced again that if Desmon doesn't admit his guilt he will end up in prison. The conflict between Desmon and Capt Glover has an impact on whitin his self. Resulting in Desmon feelings of helplessness, he just becomes a soldier and should end up going to prison and admits something that shouldn't be wrong, like blaming religion which he believed. Besides having an impact on the data dialogue, Desmon (3) has also an impact on the ego. Desmon still doesn't feel guilty, and still wants to be a soldier, but Desmon also considers a dissident because he refuses orders and will be in prison.

### **CONCLUSION**

Based on previous analysis and discussion, the following points are the conclusion. Desmond T Doss, is main character in the movie Hacksaw Ridge. The kinds of



conflicts that Desmons face include 3 internal conflicts. The impact of internal conflict of the main character namely helplessness, trauma, to be frustrated from a psycho-analysis perspective, that cause an impact on the ego, id, where Desmon persists with his super ego.

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## A SEMIOTIC ANALYSIS ON JAVANESE TABOO WORDS

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### INTRODUCTION

The most natural need of human beings is the need of interaction or communication among people. The societies always look for some ways in delivering the messages in the communication. Bloomfield (1962: 6) states “in point of time language appears as a characteristic of the human species; men spoke as far back as we know anything about them with biological reach of time”.

Communication is the condition where the speaker passes information or encodes the message to the hearer whom decodes it. Communication among or between people requires the understanding of the background in the act of communication. The lack of such knowledge can produce a miscommunication that cause bad impact on the participant’s mind and also the responses of the message in communication.

According to Leckie and Tarry (1995: 27), the concept of „language role” can be differed by making the distinction between language in action and language as reflection where language is an essential part of events or action. They also employ the „language role” as follows:

*“In other words, where language is an essential part of events and action, the events tend to have more powerful effect on shaping the language, but where the language is essentially being used to reflect on events or action which actually took place at another time, the language tends to have reverse input in its influence on the events or action...” (Leckie and Tarry, 1995: 27)*

Conventionally, language is used to make a better understanding among people and transfer what they mean. As a means of communication, it is divided into spoken and written language. Spoken language has significant differences to written language. Spoken language is used directly between the speakers and the hearers. Brown and Yule (1983: 4-5) stated “by using spoken language, the speaker can produce sound effect quality while in written language the signals of paralinguistic is neglected by the writer, and with the spoken language the speaker can acquire scheme directly”.

Since the spoken language is a direct communication which is involving the speakers and the hearers in the same condition, both of them should share the same understanding and meaning. Bloomfield (1935:139) defined meaning into “a

linguistics form as the situation in which the speaker utters it and the response which it calls forth in the hearer, the speaker's situation and the hearer's response are closely co-ordinate."

Meaning generally refers to the content of messages conveyed through language or some other form of communication. Meaning divided into two, there are literal meaning and intended meaning. Literal meaning means that the meaning concerns with basic or usual meaning of language in the form of words or phrases. In other words literal meaning also called as denotative meaning. In contrast, intended meaning means the meaning does not concerns with basic or usual meaning of the words or phrases. In other words, intended meaning is an implicit meaning that should be interprets in order to understand the purpose of its meaning. Intended meaning also called as connotative meaning.

Meanwhile connotative is the adjective of connotation. Connotative meaning contrasts with denotative, which refers to direct or explicit meaning. Understanding connotative meaning is important in communication because the central meaning of message is often implied, especially in spoken communication.

Meanwhile, implicature is one of the ways introduced by Paul Grice in order to understand the contextual meaning or even a connotative one. Based on Jacob (2009:365), "implicature is a part of meaning that cannot be captured by truth conditions and therefore belongs to pragmatics". In fact, many conversations could be analyzed using implicature which deals with pragmatics. One of them is taboo words. Taboo words are forbidden word to say in a community because it deals with negative, sex, and body function. Taboo is something which is forbidden because it is against the religion and social custom. Stephen Ullmann (1973: 205) says "the meaning of the taboo branches off into two opposite directions. On the other hand, it means to be sacred, consecrated: but one other hand it means uncanny, dangerous, forbidden and unclean." However, some societies are still using them in the daily conversation. They often use the taboo for some number of reasons. For example, the young East Javanese people, especially in Surabaya always add some taboos in their conversation. They do it when they are talking to the person who is in the same ages with the speaker. They do it for showing a kind of amazement, kindness, or even a kind of hearted feeling and feeling sick on something. In fact, taboo words not always deals with negative. Some Javanese people express those words for kindness, a good relation and a kind of amazement.

From the consideration above, this study deals with pragmatics. Specifically, it concerns the connotative meaning and implicature that is used by the Javanese people in expressing taboo words in the daily conversation. The use of Javanese

taboo words by the Javanese people is discussed. Therefore the problem formulated is that What is actually the meaning and the connotative function of each taboo used by Surabaya people?

## FINDING AND DISCUSSION

### 1. Jancok

The word *jancok* is commonly used by the Surabaya people to show anger. The actual meaning of the term *jancok* is to show anger. There are 93.8% respondents who choose that word to express their anger. Later the percentage result of the Javanese taboo can be seen in Appendix C and D.

The term *jancok* does not always refer to show anger. In fact, there are 87.5% respondents who agree the term *jancok* is also used to express amazement and intimacy (62.5%) among the speakers and listeners of the same community.

To clarify how the term *jancok* is able to produce feeling of anger ,amazement or intimacy, it should be applied in the context.

#### A. Showing anger

The term *jancok* is used to emphasize anger. The denotative meaning of *jancok* is to show anger. There are 93.8% respondents who agree that *jancok* emphasizes their feeling of anger. To know how the Surabaya people use *jancok* for anger, it should be embedded in the context.

**1. Someone is Sneezing Directly on Your Face.** It was taken from the condition 2d in a questionnaire. Later it can be seen in appendix B.

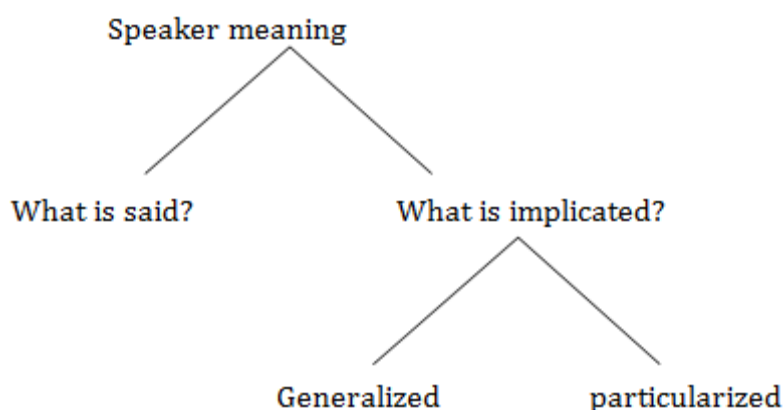
**X:** huajjiing (sneezing on Someone's face) **Y:** *JANCOK!!!!* Opo karepmu cok?

**X:** santai...cuman guyon kok. **Y:** *JANCOK* koen iku!

a) The description of the context of situation

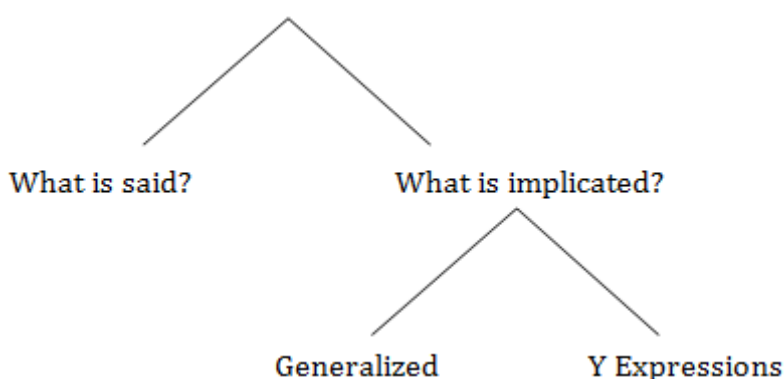
The conversation above was cited when Usin in Bungkul Garden. It was found when Usin came across two men in Bungkul. Suddenly one of them stood up and kicked his friend sneezed on his face.

b) The result of Grice's Implicature



Y's expression "*jancok!!!! Opo karepmu cok?*" can be classified into Particularized implicature, because the doer is bound in the context, in this case X is the doer. While another Y's expression belongs to the particularized implicature. Then, both expressions by Y can be classified into „what is said“ by Grice's theory. „What is said“ belongs to the semantics while „what is implicated“ is pragmatics. Since the term *jancok* expressions by Y shows its real meaning, it can be classified into „what is said“. So the diagram could be like this.

**Y is angry because X was sneezing into his face Anger**



The first context "*Opo karepmu cok?*" shows that Y is not happy with X's habit. From the context where *jancok* is embedded, it can be concluded that Y is angry with X. The term *jancok* in first expression emphasizes anger. Then, the second Y's expression "*koen iku!*" can be implied that Y is not happy with X's explanation why he is sneezing on Y's face. Actually the uses of the term *jancok* in both expressions have a similar meaning with *sialan* or *fuck*. They are used to show anger, too. So, *jancok* in Y's context is to emphasize his feeling of anger.

### **B. Showing amaze on something**

Another function of the connotative meaning of term *jancok* is to show amazement. Sometimes the term *jancok* is used when someone looks a beautiful sight. It can be beautiful scenery or watching a beautiful girl. To express amazed feeling, the term

jancok is supported by 87.5% of respondents. To know how jancok is used to express amazed feeling on something, it should be embedded in the context.

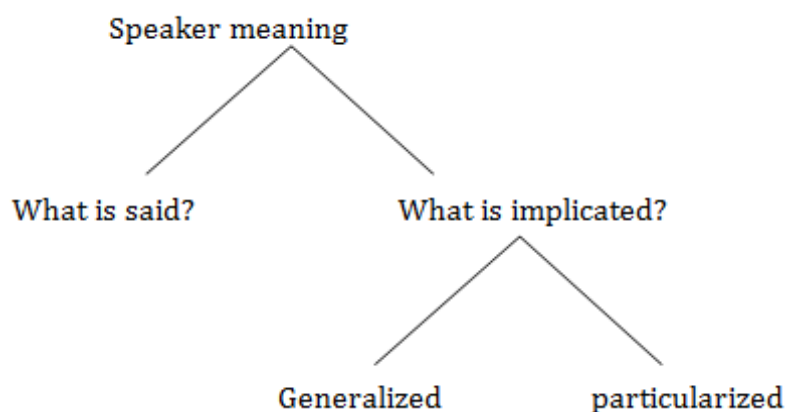
2. **Seeing a Beautiful Sight in Bungkul Garden.** It was taken from situation number 2b in the questionnaire.

X: *JUANCOK*.....tambah apik ngene nang kene! Y: iyo *COK*...tambah sip!

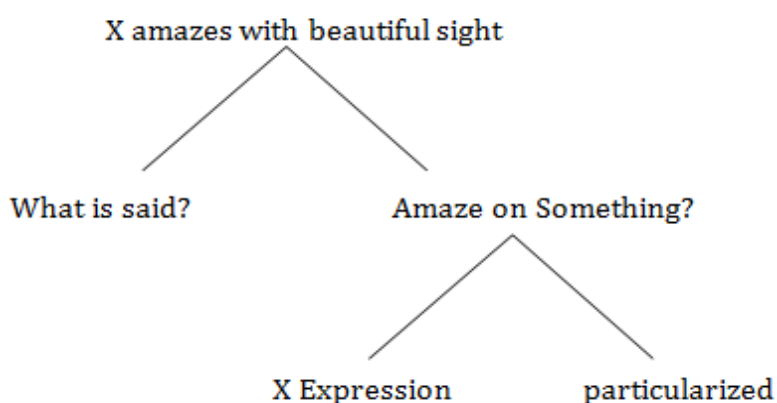
#### a) The Description of the Context of Situation

The conversation happened in *Bungkul Garden*. Usin came with 6 friends at that time. One of them was not going to *Bungkul Garden* for a long time. She felt something different in the skate park. Then, the other friends explained to her about the new place for the vendors and some new trees were also placed there. So, she feels amazed because that garden became very comfortable and beautiful

#### b) The result of Grice's Implicature



X's expression can be classified into generalized implicature. The context in expression "*tambah apik ngene nang kene!*" can be implied X does not at Bungkul garden for a long time. In X's expression the term *jancok* does not refer to the anger because of its context. The term *jancok* in X's expression has to analyze with pragmatic approach in order to understand the speaker's meaning.



Since X's expression does not refer to the anger, X's expression belongs to the „what is implicated“. It cannot be observed with „what is said“ which belongs to the semantic. The context in the X's expression “tambah apik ngene nang kene!” does not refer to the anger, the term jancok's literal meaning. In fact, it refers to the amazed feeling on something. Therefore, in order to understand the speaker's meaning,

„what is implicated“ is the appropriate theory to use. The term jancok in expression “juancok.....tambah apik ngene nang kene!” has the similar meaning with the expression “wow”. If the term jancok in that expression is changed by wow, it becomes “wow.....tambah apik ngene nang kene!”. Wow expression is a common expression to describe amazed feeling on something. So, the term jancok in X's expression can be inferred to be used to emphasize amazed feeling on something.

While Y's expression “iyo cok...tambah sip!” is just echo of the X's expression, it means Y has the same opinion as X. In addition, the word jancok can be modified into juancok or cok like an example above. It is another form of the term jancok and Surabaya people are common to modify it in order to simplify their expressions.

### C. Showing an Intimacy

Another use of jancok is to express an intimacy between speaker and the listener. It is ordinarily used when someone met his friend by accident. This function of connotative meaning of the term jancok is common used by the Surabaya people. Uniquely, they understand each other and no one gets hurt with jancok expression. In fact, there are 62.5% respondents who agree the term jancok is used to express intimacy among the speakers and listeners. To understand how jancok shows an intimacy and it is uttered without hurting someone, it should be use in the context.

**3. When we met the old friend whom we had never met for a long time.** It was taken from 2a condition in the questionnaire.

Boyo: hallo..assalamualaikum Suro : walaikumsalam

Boyo: sopo iki *COK*? Suro: aku Yo...suro!

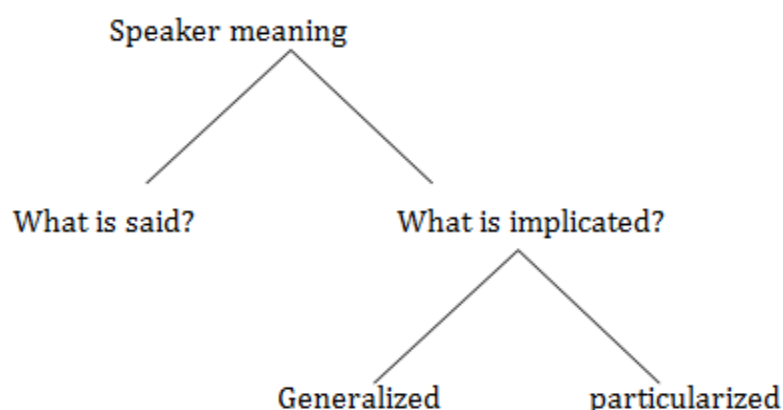
Boyo: *JANCOK* Suro. Sek urip ae awak peno.

Suro: hehehehe..yo iyo lha Yo!

#### a) The Description of the Context of Situation

The conversation is cited from *si ikin: grammar Suroboyo part 1* movie script. Suro and Boyo are close friends, but they do not meet each other for a long time. Then, Suro phones Boyo. At the first time, Boyo wonders who called him. After realizing that it is Suro whom phones, Boyo seems shocked and happy.

## b) The Result of Grice's Implicature

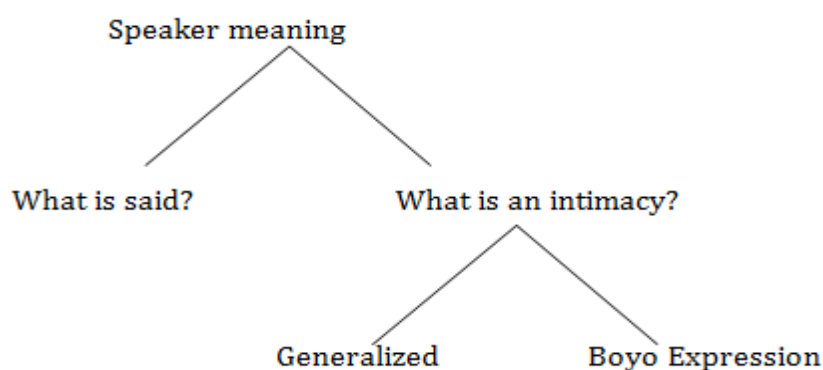


In conversation above the term *jancok* has another use. It is not only the term expressing anger but also it becomes expression of intimacy. So „what is said“ in the conversation above does not fit the meaning of *jancok*.

Boyo's statement „*sopo iki cok?*“ seems rude, but it can be implied that Boyo knew who phoned him, at least. If Boyo does not know, he will not use that term. The term *jancok* in the context above is to show an intimacy between Suro and Boyo.

The second Boyo's expression „*jancok Suro. Sek urip ae awak peno*“ is clearer the intimate meaning of the term *jancok*. Although, Boyo addresses a rude expression to Suro, Suro does not angry. It can be seen from Suro expressions „*hehehehe..yo iyo lha Yo!*“ and „*aku Yo...suro!*“. Both of those expressions do not refer to the anger, maybe if Suro gets angry with Boyo, Suro will counter Boyo's expression with something rude, too. It goes the same explanation from first statement. The expressions above indicate how close the relation between the two although they do not meet for a long time. Since the term *jancok* shows an intimate feeling between Suro and Boyo bound to the context, „what is implicated“ is the term from Grice's applied to understand the speaker's meaning.

### Boyo Misses Suro





So, the other functions of the connotative meaning of jancok are to emphasize an intimate feeling among the speakers. After knowing the connotative meaning of the term jancok, it can be concluded that what Boyo intends to say is, he misses Suro.

## 2. Gathel or Gathel'i

There are 81.3 % of respondents who agree to support the term gathel or gathel'i in its literal meaning. This term is used to express feeling suck on something, for example, this term is used when someone feels annoyed to someone's bad habit, or when someone feels disgusting to the dirty and stench places or something relates to someone body odour.

In fact, not only the literal meaning occurs for that term, but also the connotative meaning. If the literal meaning of it is to show a suck feeling on something, the function of connotative meaning is to express and emphasize anger and amazement. There are 87.5 % of respondents whether from HIMASURYA and Bungkul Garden who agree to support that word for expressing anger. Meanwhile, 100 % of both respondents also agree to support the word gathel or gathel'I as an expression for emphasizing amazed feeling on something. Basically, the word gathel or gathel'i shares the same literal and connotative meaning. It is only different where the position of the word is placed in the conversation. The word gathel is commonly used in the beginning or in the end of the conversation. On the other hand, the word gathel'i is used in the middle of the statement in a conversation. But the word gathel'i has a greater tension in expressing anger than the word gathel.

In order to understand how the word gathel or gathel'i determine the connotative meaning. It should be embedded in the context.

### 1. Showing anger

Based on the collected data, the connotative meaning and the use of this term is to express anger. It can be seen from one of the situations in the questionnaire which is expressing our anger. But, the term gathel or gathel'i should be used in the context to give a clearer description in expressing anger. As an example, the situation is taken from situation 4f in the questionnaire.

X: Ibra GATHEL...koyok ngunu ae ga mlebu.

Y: iyo GATHEL peluang'e uake padahal ket mau. X: yo!

#### a. Context of Situation

The conversation above happened between two people when Usin and friends looked a big match between Inter Milan vs AC Milan. Ibra in that conversation is Ibarahimovic, a football player from AC Milan football club. Ibra in the match was not lucky because many opportunities to make a goal were wasted. Because of that,

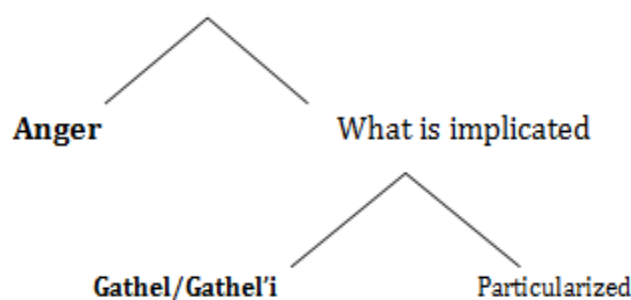
two men in front of Usin got angry. They seemed very disappointed with Ibrahimovic performance at that time.

### **b. The result of Grice's Implicature**

The word *gathel* which is uttered by X and Y in the conversation above can be inferred as an expression to emphasize anger. In this case, all of expressions by X and Y are used to emphasize anger to the Ibrahimovic performance. The first expression is uttered by X "Ibra *gathel*...*koyok ngunu ae ga mlebu*" can be classified into PCI because in that conversation X addressed it to the Ibrahimovic. That expression indicates that X is not happy with Ibra and gets angry with him. The context "*koyok ngunu ae ga mlebu*" is the context to bind the word *gathel* in building the meaning of it as anger. X seems very angry because in many chances Ibrahimovic should make a score, but it does not happen.

Meanwhile Y's expression is also classified into anger. It is classified into PCI, too. Y's expression is a respond to X's expression. Y feels the same feeling as X because Ibra's performance is really bad. Y is angry with Ibra's performance. Y uses the word *gathel* in order to stress of his anger. Both of the expressions whether from X and Y can be analyzed using „what is said“ in order to understand the meaning and the use. „What is said“ is the appropriate method because there is a correlation between its literal meaning and connotative one. Both of them are used to emphasize anger. While, the literal meaning of the word *gathel* or *gathel'i* is to express feeling suck on something, because of this feeling, someone gets angry. So, all the words *gathel* or *gathel'i* in the conversation above are used to emphasize the speaker's anger.

### **X and Y do not like Ibra's performance**



## **2. Amazement**

The word *gathel* or *gathel'i* is used to emphasize a feeling of amazement. As a sample, it can be seen in the one of the conditions in the questionnaire, because to build a meaning that shows amazed feeling, that word should be embedded in the context. The second function of connotative meaning of the word *gathel* or *gathel'i* is to emphasize amazed feeling.

X: widiew...istimewa ancene Messi yo?

Y: iyo.. GATHEL pemain kok uenak ngunu! X : piro iku pemain sing dilewati?

Y: 7 es!..GATHEL"I wong iki...uenak ancene!

### a) Context of Situation

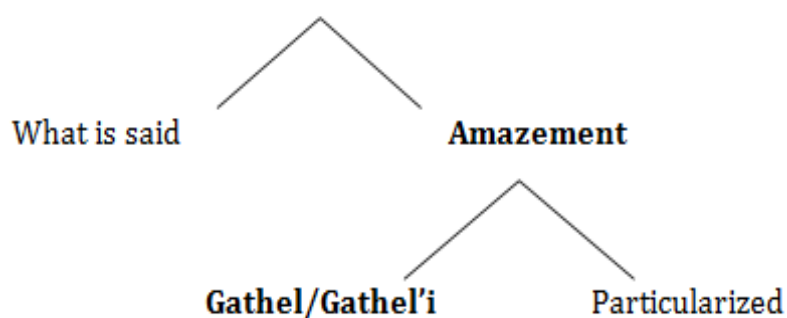
The conversation above happened when Usin saw Agung and Tio look seriously with a laptop. Then, Usin decided to check what they really saw. They saw a Lionel Messi's video football. In that video, Messi was able to go through seven players and made his name as a goal scorer. Of course, what had been done by Messi was not an easy job to do. Not all football players can do that and it made us praised Lionel Messi's football skill. In the conversation X was Agung and Y is Tio.

### b) The result of Grice's Implicature

The context in the conversation above can be classified into PCI. In the conversation above, the doer was Lionel Messi, a football player.

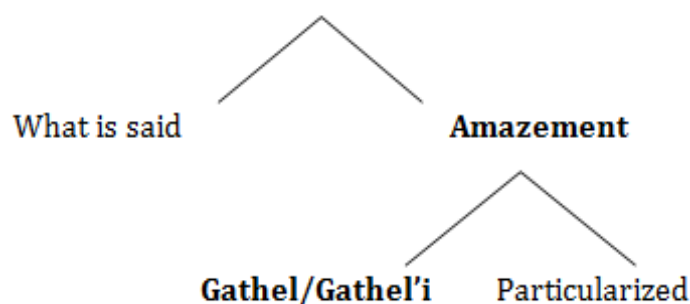
For the first time, X gives an expression "widiew" to get Y's attention to his idea about Lionel Messi. X hopes that Y shares the same idea about the video they had seen together. An expression "istimewa ancene Messi yo?" is the expression produced by X to show his appreciation on Messi's football skill. The expression can be inferred that X is amazed at Messi's skill. Then, Y say "iyo.. gathel pemain kok uenak ngunu!" is as an answer to the X's preceding expression. If the expression "pemain kok uenak ngunu!" is analysed, it can be inferred that Y shares the same idea with X. In that expression Y agrees that Messi's skill is admirable. In order to understand the contextual meaning and use the word gathel properly, the method which is used is „what is implicated“. „What is implicated“ is a theory to understand the speaker meaning through the context. So, the word gathel in the conversation above is to emphasize an amazed feeling toward Lionel Messi's football skill.

### X and Y Shares the Common Amazed Feeling on Messi's skill



The second X expression “piro iku pemain sing dilewati?” can be included into amazement. From the expression, it can be inferred that Lionel Messi is through more than two players. If in this case, Messi only passes two or three players, X will not utter that expression because he is able to count how many player is passed by him. In fact, X does not sure how many players that Messi is passed because they are more than two or three players. That expression is answered by Y with seven players that Messi already pass before he makes a goal. The replied by Y shows that X and Y share the same feeling of amazement. Further, in the context which is uttered by Y “gathel’i wong iki...uenak ancene!”, the expression “uenak ancene!” is an expression to clear that Y shares the same idea with X about Messis’ skill. Then, the word gathel’i is the word that is used to emphasize amazed feeling toward Lionel Messi. So, after knowing the use of the word gathel or gathel’i in the context, the connotative meaning of it also can be inferred. It is used to emphasize anger and amazement.

### **X and Y Shares the Common Amazed Feeling on Messi’s skill**



### **CONCLUSION**

This is the last chapter of this thesis which insists all chapters discussed before. It is known that taboo words consist something which is forbidden because it is against the religion and social norm. But there are another meaning instead the negativity of the term taboo. Like Brochaus states that taboo forbidden to say, but people are free to use the term in their daily conversation. This statement is lined up to what is stated by Doglas on Holden. She concludes things are often regarded as polluting, not because they are innately unclean, but because they are in the wrong place or because they defy classification. So from that point, although taboo words deal with negative expression, some people are allowed to use it in the conversation. Surabaya ethnic group is one of the civilizations who use the taboo word in the conversation. In fact, the taboos word in Surabaya utters for positive instead for negative.

So as conclusion, all the terms above which relate to the taboos are not only used for negative, but also positive expression. By knowing the implicature which represents the connotative meaning of each taboo in the context, it will avoid the misleading

and misunderstanding in order to comprehend the speaker's meaning. It is proved by some conditions which deal with negative, but there is not any listener gets hurt when it is uttered for positive. Finally Grice's theory of implicature is proved because it is able to deduce the connotative meaning of the taboos within context.

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## **TEACHING VOCABULARY USING HANGAROO GAME IN THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOL**

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### **ABSTRACT**

Teaching vocabulary is very important to improve the students skill, because vocabulary is one of the language components and as a base of a language. To understand English easier, the writer use hangaroo as a media to teach vocabulary. Hangaroo game is guessing the phrases by selecting letters from the alphabet to fill in the blank forming words as the answers from the given questions. Usually, the materials used in a hangaroo game consist of the definition of terms, antonym, synonym, name of tools or things and so on. The writer thinks that by using this media, students will be easier to understand vocabulary. Moreover, the writer has two objectives of the study they are to describe how to use hangaroo game in learning vocabulary of the students at Elementary School, and to find out the advantages and disadvantages of hangaroo game in teaching vocabulary. The result of this paper shows that hangaroo can be used as a good media for teacher. Before teaching the material, teacher makes a lesson plan. In teaching learning process, the writer is divided by three steps. The first step is in the beginning activities. It consists of greeting, getting pray together, and checking students' attendance list. The second step is the main activities, which consists of two activities. Those are activity 1 and 2. In the activity 1, the students are introducing hangaroo game, and the students are given the task to describe hangaroo game in group. Activity 2 is the assessment, and the third is closing activities where teacher review the material which is relevant to help learners attain lesson objectives. This media can help teacher in teaching vocabulary and make students easier to understand difficult word, they are easy to remember what they have been learning and can be used to add vocabulary and increase vocabulary skill. For the detail about the result, the writer writes the advantages and disadvantages. The advantages of using hangaroo are: it can support students to be interested in teaching English, games can run through the boredom, it can develop their linguistics skill, especially for spelling, pronunciation and concentration, get the students to be cooperative not competitive, it is more effective in learning English. The disadvantages of using hangaroo are the students are gambling, not every student feels comfortable, difficult for teacher in preparing hangaroo game, it is difficult for teacher to manage their students in each group. Finally, the writer hopes that this paper can be used as a reference for Engilsh teacher who wants to improve their students' vocabulary

## **INTRODUCTION**

Language is very important in human life. It is used by people to communicate with one another. There are many languages, which are used and learned by people in many different places in many different ways. English is one example of the languages used by people to interest to each other. As one of the international languages, English is used and learned much by people in the world. In Indonesia, English is regarded as the first foreign language. That is learned from Elementary School to University, even in kindergarten they have started to study English. It needs teacher skills. The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom. Vocabulary is an important thing in language learning in spite of other language components such as grammar, phonology, and so on. In a communication, vocabulary also has a very important role as Mc Carthy (1990:66) says : “It seems self evident that the most frequent words in any language will be the most useful ones for learners of that language, and therefore the best to start off with, in order to give the learner a basic set of skills for communication. It is said that vocabulary is used by people as the basic knowledge of learning a language in order to make communication and interaction among them in their daily life.

The use of vocabulary in the elementary school is very important because vocabulary is the basic knowledge of someone to master all language skills in a higher study for the further knowledge. The success of English language teaching in elementary schools depends on the extent of the teachers creativity. Up to now, many teachers have not still used any teaching media as the aid in improving the students vocabulary mastery and as the variety of teachers techniques of teaching in classroom. Meanwhile, the effort to increase the students vocabulary by using playing media has not grown well. Quite a few teachers teach using games or other media during any of the lesson.

But commonly and usually the way of teaching makes the students lazy and bored. The teacher needs something different to make students interested, mostly children, because they are very easy to get bored. Therefore, teacher needs something interesting which can make motivate them. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices them and shows appreciation for what they are doing. So, to motivate them teacher needs something new that can stimulate their curiosity. However, learning English vocabulary using games has an important role for elementary school teachers and students. The first, as students, they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been

grown and developed in Indonesia. The third, teaching English vocabulary using games can help teacher in teaching learning process.

Finally, they (teacher and students) can teach and learn English vocabulary using games. To sum up; the writer chooses Hangaroo game as the teaching media to increase students vocabulary mastery for it is easy to do and to make. Indeed, a hangaroo game is an interesting game, which is full of any challenge to play. So, This research is to describe how to use hangaroo game in learning vocabulary of the students at Elementary School and to find out the advantages and disadvantages of hangaroo game in teaching vocabulary. According to Brown (2000:7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching cannot be defined apart from learning. Teaching is giving instruction to somebody to know or able to do something to give somebody (knowledge, skill, etc). Harmer (2001:56) also explains that is taken from the dictionaries which also give a variety of messages about teaching. Based on *the Cambridge international dictionary of English*, 'teaching' means to give (someone) knowledge or to instruct or train (someone), 'whereas *the Longman dictionary of contemporary English* suggests that it means to 'show' somebody or to change somebody's ideas.

Based on the definition of teaching above, teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, causing someone to know or understand. What is learned is not merely information or knowledge, but also an expression of values and attitudes. Surya (2004:77) states that good teaching has some characteristics as follows : students centered, teacher-students interaction, democratic situation, teaching method variation, professional teacher, suitable and useful material, conducive environment, and supporting facility.

In the school, teaching learning is the main process. It means that the success of the education purpose was based on the effective way of teacher when teaching the students. According to Surya (2004:13) learning is the process which is done by someone to get new behavior challenging as the result of the experience in his environment. English as foreign language indicates the use of English is a non English-speaking region. Teaching English as foreign language refers to the use or study of English by speakers with a different native language ([http://wikipedia.org/wiki/ English\\_as\\_a\\_foreign\\_or\\_second\\_language](http://wikipedia.org/wiki/English_as_a_foreign_or_second_language)) October 12, 2011, 18:30. The meaning of the statement above, English is not used or practiced in daily life. Learning English is as the subject in formal education, however, many students that have formal education cannot use English well in speaking or writing.



The aim of teaching English is to help the students to use the form English most suitable for their purposes and teacher should be an expert to use English. English teachers have to make their students interest in English, so the students try to learn English and use the language well.

English has many component should be studied. For examples: vocabulary, grammar, speaking, etc. A teacher must master it well. When a teacher teaches, she or he should have an appropriate way to transfer it to the students. Hornby (1995:1331) states “vocabulary is the total number of word in a language”. Napa (1991:10) says that vocabulary is one of components of language and that no language exists without words. Words are signs or symbols of ideas. It means that words tell our ideas, feelings, thoughts, either spoken or written. Hornby (2000:1447) vocabulary is all the words that a person knows or uses. And it is all the words in particular language or a list of words with their meanings, especially in a book for learning a foreign language.

In teaching vocabulary, the teacher can use game as media. Game is an activity that you do to have some fun (Hornby; 1995; 486). games are used in teaching learning activity to make the students easy in learning English.. Games are an extremely effective way of motivating the students in the clasroom. Language teachers through history have interspersed their grammar of course material with what often seem like hearted games but they do actually touch the language directly. The most important thing is the games are fun. One of the game that can be used to teach vocabulary is Hangaroo game. The game of Hangaroo is just like Hangman - guess the hidden phrase to complete a level. Hangaroo is filled with thousands of terms and phrases, presented in random order each time you play. HangAroo is very entertaining, and a really good pastime for adults and kids as well, since apart from being fun it can be a good chance for kids to learn new words and improve spelling. The hangaroo a new product, one can find themselves stuck to the computer screen throughout their free or party time and can take away the attention and mind from a lot of other things that one enjoys doing also. ([primarygames.com/langarts/hangaroo/start.html](http://primarygames.com/langarts/hangaroo/start.html))

## **METHODOLOGY**

This study applied descriptive qualitative research research design. this study describe the process of teaching learning vocabulary using Hangaroo Game. Before teaching the material, teacher makes a lesson plan. In teaching learning process, the writer is divided by three steps. The first step is in the beginning activities. It consists of greeting, getting pray together, and checking students' attendance list. The second step is the main activities, which consists of two activities. Those are activity 1 and 2. In the activity 1, the students are introducing hangaroo game, and

the students are given the task to describe hangaroo game in group. Activity 2 is the assessment, and the third is closing activities where teacher review the material which is relevant to help learners attain lesson objectives.

## **FINDING AND DISCUSSION**

### **A. Teaching Preparation Using Hangaroo Game**

1. Teacher takes the material vocabulary according to the sub topic of the lesson that will be studied in the class.
2. Teachers choose the word as the clues based on the level of age the students.
3. The teacher decided the words that will be guessed by the students.
3. Teacher makes the blank forms in a piece of papers as many as words which is decided and gives the clues about the word.
4. Teacher divide students in some groups, one group is contained four or five students.
5. Every group can start hangaroo game by filling the blank form with letters forming words as the answers which is readable from the clues related to the questions provided and how to pronounce it.
6. Ask them to write the word down in their vocabulary notebooks.
7. The teacher will make lesson plan before teaching activity.

One of the lesson plan that might the used in teaching vocabulary using hangaroo game is:

**LESSON PLAN**

<b>Subject</b>	: English
<b>Class</b>	: IV
<b>Semester</b>	: I
<b>School</b>	: Elementary School
<b>Time Allocation</b>	: 2X35

**A. Standard Competence:**

Understanding simple sentence english in context of class.

**B. Basic Competence :**

Reading in English with correct punctuation and involving word, phrases, and simple sentence.

**C. Indicators :**

1. Improving the vocabulary and pronunciation
2. Mention the kind of transportations
3. Writing the kind of transportations

**D. Goal Objectives**

After practicing this unit, the students are able to :

1. Improve their vocabulary and pronunciation
2. Mention the kind of transportations
3. Write the kind of transportations

**E. Teaching Material :**

The kind of transportations

**F. Teaching Methods :**

1. Explanation
2. Asking and answering
3. Hangaroo Game

**G. Teaching Procedure a.****Beginning Activity**

1. Greet the students
2. Get pray together
3. Check student's attendance list.

**b. Main activity****a. Activity I**

1. Give short explanation the material about transportation
2. Give some introducing questions about transportation
3. Ask the students to find new vocabulary based on the material
4. Put the students in small groups of four or five students
5. Give the blank forms in a piece of papers as many as words which is decided and the clues about the word to the students in group
6. Ask the students to find new vocabulary based on the material
7. The teacher asks one, two, or three students from different group to write on the board and read aloud their work in front of the class

**b. Activity II as assessment**

Asking students to answer some question.

**c. Closing activity**

objectives.

**H. Teaching source :**

- a. Relevant text book
- b. <http://www.eslgold.com/vocabulary/transportation>.

**I. Assessment**

The assessment is done in the last activity of teaching. It is done by asking the students to read their work in front the class.

Aspects	Maximum Score
Vocabulary	25
Fluency	25
Writing	25
Creativity	25
<b>Total</b>	<b>100</b>

## **B. Presentation of Teaching Vocabulary Using Hangaroo Game 1. Beginning activities.**

In the beginning of the class, the teacher, as usual greets the students. Then, the class gets pray together in order to hope that the process of teaching learning will be successful. After wards, if necessary, the teacher can check the students' attendance list. In greeting the students, teachers can change the model of greeting like what they want. For example, in Indonesian culture, because the majority of people are Moslem, greeting can be done by saying *Assalamu 'allaikum Wr Wb*. However, the greeting in English version should follow it. After the activity of greeting, the teacher can also check the student's attendance list by calling the students name one by one. However, it can take along time. In doing this activity, the teacher only needs to write in the attendance list. So, the time allocation can be used efficiently.

### **2. Main Activities**

Before the teacher doing main activity, the teachers give appetizers to warming up before teaching; they are as follows :

- a. Are you ready to start the lesson?
- b. Can you tell me about transportation?
- c. What is the transportation do you like? Then the next steps are :

#### **Activity I :**

##### **1) Give Short Explanation the Material About Transportation**

Before the teacher doing main activity, the teacher should explain the material. However, before explaining the material the teacher can ask the students about kinds of transportation. For example, the teacher can ask about the transportation (Do you know kinds of transportation? Please mention it!). After the teacher gets

the answer of the question above the teacher can give definition of transportation.

## 2) Give Some Introducing Questions About Transportation

The teacher introduces the transportation which arouses the student's interest orally by giving some introducing questions. The function of this activity is to arouse the student's interest to the topic and introduce what topic will be discussed. For example the topic is transportation. The introducing question as follows:

- a) Where can we find the transportation?
- b) Please mention it !
- c) What kind of transportations can we find in land, air and water ?

## 3) Ask the Students to Find New Vocabulary Based on the Material

The teacher then asks the students based on the material to find new words or vocabularies and how to pronounce it. After the teacher gives some words or vocabulary as example by writing on the board. The function of this activity is to help the students to develop their vocabulary. Here is example of vocabularies list.

Vocabulary/Kosa Kata	Meaning/Arti
Bus	Bis
Ship	Kapal
Jet	Jet
Van	Mobil gerbong
Boat	Perahu
Cart	Gerobak
Lorry	Truk
Train	Kereta Api
Yacht	Kapal pesiar
Airplane	Pesawat terbang
Fire truck	Truk pemadam kebakaran
Tram	Kereta listrik
Pedicab	Becak
Motorcycle	Motor
Car	Mobil
Ambulance	Ambulan
Horse Carriage	Delman
Bajaj	Bajai
Helicopter	Helikopter
Scooter	Vespa
Jeep	Jep

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School bus	Bus sekolah
Bicycle	Sepeda
Police car	Mobil polisi
Taxi	Taksi

**4) Put the Students in Small Groups of Four or Five Students**

This activity, the teacher divides the class into small groups consist of four or five students. It is done in order to make the students working in group, so that their creativity will be grown up as they work together with friends. In putting the students in small groups of four or five students, the teacher can do it by calling their names and deciding their groups. Nevertheless, the teacher can also allow the students to choose their own group. It means that the students are free in choosing friends to be their group.

**5) Give the blank forms in a piece of papers as many as words which is decided and the clues about the word to the students in group.**

By giving the blank forms in a piece of papers as many as words which is decided and the clues to the students in group, it can give more chance to guess answers of every question. Here are the blank forms in a piece of papers as many as words and the clues:

(1) The clues : Large motor vehicle that carries passengers

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(2) The clues : A road vehicle with an engine, four wheels, and seats for a small number of people

--	--	--

(3) The clues : Aircraft powered by a jet engine

--	--	--

(4) The clues : Covered vehicle with no side windows, used for carrying goods

--	--	--	--

(5) The clues : A small vehicle for travelling on water a rowing

--	--	--	--

(6) The clues : A vehicle with either two or four wheels which is pulled by a horse, and which is used for carrying goods

--	--	--	--

7) The clues : A car with a driver who you pay to take you somewhere

--	--	--	--

6) Ask the students to find new vocabulary based on the material

The teacher then asks the students based on the material to find new words or vocabularies after the teacher gives some questions based on the material.

7) The teacher asks every group to write on the board, read aloud, and how to pronounce it in front of the class. The teacher then asks the students whether they have finished their work or not. If the students have finished their works, the teacher then ask every group to write on the board, read aloud and how to pronounce it in

front of the class. In doing this activity, the teacher needs to call the students' name. When the students are presenting their works by writing on the board, how to pronounce it and reading aloud in front of the class, the teacher has to check if there is mistake to be corrected. In giving correction, the teacher must not only focus on the students who are presenting their works, but focus to all students in the classroom.

### Activity II as the Assessment

In this activity, the students work individually since it is the assessment of the teaching. Before doing this activity, the teacher should make sure that he or she has copied the material as much as the number of students in the class. Furthermore, the teacher should not forget to instruct the students to write down their work in a piece of paper, to put their identity, and to work by themselves. In the end of activity, the students collect their works. After the students collect the

works, the teacher calls the students' name one by one to present their work by writing on the board and read aloud in front of the class. The other aspect of assessment is corrected by the teacher him or herself.

#### A. Fill the blanks forms in a piece of papers as many as words based on the clues

!

--	--	--	--	--

1. The clues : A boat with sails and sometimes an engine, used for  
either racing or travelling on for pleasure

--	--	--

2. The clues : Large motor vehicle that carries passengers

--	--	--	--	--	--	--	--

3. The clues : A vehicle designed for air travel, which has wings and  
one or more engines

--	--	--	--	--	--	--

4. The clues : A three -wheeled vehicle that you sit on and move by  
turning the two pedals

--	--	--	--	--	--	--	--	--	--

5. The clues : A vehicle with two wheels and an engine



--	--	--	--	--	--	--	--	--	--

6. The clues : An official car used by the police

7. The clues : a special vehicle used to take ill or injured people to  
hospital

--	--	--	--	--	--	--	--	--	--

8. The clues : a large vehicle that carries firefighters and their  
equipment to a fire

--	--	--	--	--	--	--	--	--	--

9. The clues : A bus for taking children to and from school

--	--	--	--

10. The clues : A car with a driver who you pay to take you somewhere

Answer:

1. Yacht
2. Bus
3. Airplane
4. Pedicab
5. Motorcycle
6. Police car
7. Ambulance
8. Fire truck
9. School bus
10. Taxi

B. Look at the picture and give the name of the kinds of transportation

Key Answer:

1.

Y				
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2.

	C		T		
--	---	--	---	--	--

3.

			E		U		
--	--	--	---	--	---	--	--

4.

			I		P			
--	--	--	---	--	---	--	--	--

5.

			P
--	--	--	---

6.

		D				
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7.

		A		
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8.

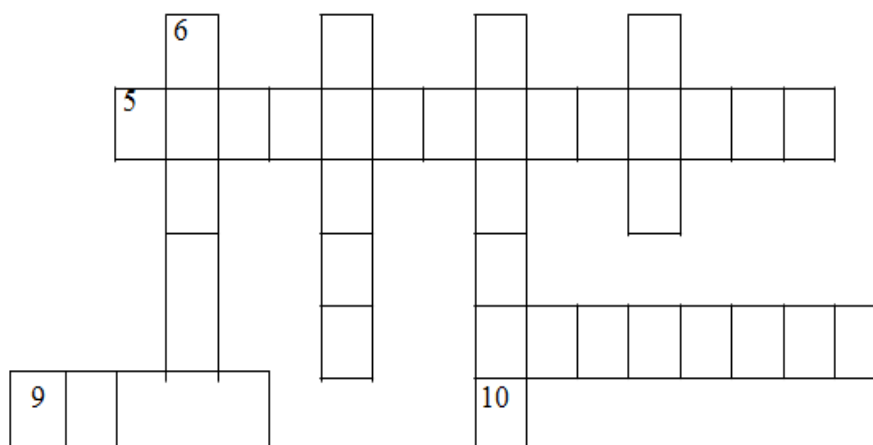
	H		
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9.

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- |               |            |
|---------------|------------|
| 1. Van        | 6. Jeep    |
| 2. Yacht      | 7. Pedicab |
| 3. Scooter    | 8. Train   |
| 4. Fire Truk  | 9. Ship    |
| 5. Helicopter | 10. Cart   |

**ACROSS**

1. A person who travels on the bus or plane.
5. A driver must have it when he drives his vehicle.
7. Transportation = ...
9. A pilot drives it.
10. It is very important to see the way in front of you at night.

**DOWN**

2. It cannot run on the road. It runs on the sea. It is one of the transportation means.
3. You must stop if that is red.
4. It is one of transportation tools without machine. It has three wheels.
6. A vehicle which runs on rail way.

**The Assessment**

The student collects their work to the teacher. After the teacher gets all of students' work, the teacher calls the students' name one by one to present their work by write on the board and read aloud their work in front of the class. However, the presentation is only for making the student ability in vocabulary, writing, fluency, and creativity. The other aspects are corrected by the teacher him or herself. Here are the aspects and the score of the assessment.

Aspects	Maximum Score
Vocabulary	25
Fluency	25
Writing	25
Creativity	25
<b>Total</b>	<b>100</b>

### **3. Closing Activities**

The teacher should review the material, the teacher asks the students “is there any question about the material today?” The function of this activity is to help the students to attain lesson objectives and the last activity is the teacher saying good bye or Assalamu’alaikum Wr.Wb.

### **C.The Advantages and Disadvantages of Using Hangaroo Game in Teaching Vocabulary at Elementary School**

#### **1.The Advantages of Using Hangaroo Game in Teaching Vocabulary at Elementary School**

##### **a. It can support students to be interested in teaching english**

It is known that games are interesting for young learners. If the students feel happy in teaching-learning activities, it can bring positive attitudes such as feeling of interested in the language that they are learning.

##### **b. Games can run through the boredom**

The lesson with less variation and which always follows a rhythmical pattern or could be predicted would often cause students to lose their motivation and desire. It could further cause the lose of attention. The students become sleepy, and think of nothing else. They would be very happy if the bell rang. Games that are used in teaching young learners can provide a pleasant experience for the children so that they may reduce students feels of being burdened by hangaroo.

##### **c. It can develop their linguistics skill, especially for spelling, pronunciation and concentration.**

In the teaching activities, the students feel heeded, because the teacher will always correct their pronunciation, spelling in reading in a piece of paper. They also practice concentration to get the point of question.

##### **d. Get the students to be cooperative not competitive**

Language learning is a situation where everyone can win. Children compete naturally with each other. The teacher should make room for shared experience. They are invaluable source of language work. Using hangaroo game the students can share experience each others and create cooperation among them. The teacher just coordinates them. The activity may be to do like; mention everything about hangaroo game as flora, fauna, health, season, colours, and the human. It is more effective in learning english

e. From the advantages above it can be concluded that using hangaroo games in teaching vocabulary mastery is effective enough particularly in junior high school, because it can make students remember the vocabulary and can be used to add vocabulary easily.

## **F. The disadvantages of Using Hangaroo Game in Teaching Vocabulary**

### **a. Students will be gambling**

In teaching using hangaroo game, the students who face a difficulty to answer the questions will gamble by just guessing the answer.

### **b. Not every student feels comfortable**

Not every student feel comfortable with the game, even they will be confused with the game if they cannot understand the teachers explanation about how to play the game.

### **c. Difficult for teacher in preparing Hangaroo game**

It is difficult for teacher in preparing hangaroo game that is uncreative, because this game demands the teacher to be creative to make clues as the question to answer.

### **d. It is Difficult for teacher to manage their students in each group when they are playing this game.**

## **CONCLUSION**

Teaching vocabulary using hangaroo game in elementary school involves the following steps such as (1) Beginning activities. It consists of greeting, getting pray together, and checking students' attendance list. (2) Main activities. It consists of two activities; those are activity 1 and 2. Activity 1, the students are introducing hangaroo game, and the students are given the task to describe hangaroo game in group. Activity 2 is the assessment. (3). Closing activities. Review the material which is relevant to help learners attain lesson objectives.

Teaching vocabulary using Hangaroo game has advantages and disadvantages It can support students to be interested in teaching english. The advantages of teaching vocabulary using Hangaroo game are games can run through the boredom, it can develop their linguistics skill, especially for spelling, pronunciation and concentration, get the students to be cooperative not competitive, it is more effective in learning english. While, the disadvantages are students will be gambling, not every student feels comfortable, difficult for teacher in preparing Hangaroo game, and it is difficult for teacher to manage their students in each group.

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## CHILD MARRIAGE IN INDIA: A CURSE IN DISGUISE

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### ABSTRACT

*Marriage is considered a sacred bond in India, where it is believed that two individuals are united not only in this life but also in their future lives. India, with its diverse culture and rich history, has been grappling with the issue of child marriages for decades. Children seem to have been exploited in a lot of ways within the family and the society since ancient times and one of the worst forms of such exploitation is Child marriage. The prevalence of child marriage in India is closely linked to deeply entrenched cultural norms and gender-based discrimination, perpetuated by poverty, illiteracy, and lack of access to healthcare and education. Efforts to combat child marriage in India have been ongoing for decades, but progress has been slow. To combat this practice, the Indian government has taken several steps, including the implementation of the Prohibition of Child Marriage Act, 2006. Despite legislative measures, social attitudes, and economic incentives, the practice of child marriage persists with dire consequences for both physical and mental health, and education of a child especially girl child. The government must strictly enforce the Prohibition of Child Marriage Act, 2006 and raise awareness among communities to change their mindset. Children should be given access to education and healthcare, and parents must be educated about the importance of delaying marriage. Only through collective efforts can we put an end to this harmful practice and empower young children to reach their full potential.*

**Keywords:** *Minor, Child Marriage, Institution, Violate, Discrimination, India.*

### INTRODUCTION

Marriage has been described as being united as husband or wife to a person of the opposite sex in a lawful, consensual, and contractual relationship recognised and sanctioned by the law and only dissolvable by the law. As an institution, Marriage has a rich history in Indian society. Currently, the legal age of marriage for women in India is 18, while for men it is 21 years. Yet, Child Marriage is a common practice in India. Children are married in some Indian Societies as part of a social practice called Child Marriage. In most child marriages, it is the bride and not the bridegroom, who is a child. Another form of child marriage is where the parents of the would-be bride and groom plan a future wedding. In this type of marriage,



neither the girl nor the boy meets before they reach a marriageable age. Child marriage contributes to gender inequality. Girls are disproportionately affected as they are the majority of the victims, even though child marriage affects both the genders. Child marriage not only violates the rights of a child, like, The right to education, The right to be protected from physical and mental violence, injury or abuse, including sexual abuse, rape and sexual exploitation, right to the enjoyment of the highest attainable standard of health, The right to rest and leisure, and to participate freely in cultural life, The right not to be separated from parents against the child's will, The right to protection against all forms of exploitation affecting any aspect of the child's welfare and The right to eventual employment. But it also has a detrimental effect on a child's physical development, health, mental and emotional development, and educational opportunities. It also impacts society because child marriage reinforces a cycle of poverty, gender inequality, illiteracy, malnutrition, and high infant and maternal mortality rates. *The Child Marriage Restraint Act (CMRA) of 1929*, also known as the Sharda Act, was the first law of its kind in India, restricting "child marriage" by recommending the appropriate age of marriage for the parties to the marriage. This Act banned child marriages for girls under the age of 15 and boys under the age of 18. However, there were several shortcomings in the 1929 Act. For Instance, The Sharda Act only aimed to restrict the solemnization of child marriages in the country, not to restrict or prohibit them. It failed to identify the authorities responsible for preventing child marriages. The procedures established under this Act to prevent the solemnization of child marriages were extensive and inefficient. The Sarda Act was inefficient and failed to achieve the goals it intended to achieve; however, it was the first act in India to establish a minimum age for marriage. As a result, it raised awareness about the issue. The 1929 Act is now regarded as an essential step forward in India's social reform movement. Post-Independence The Child Marriage Restraint Act, 1929 was amended in 1978, increasing the legal marriage age for girls from 15 to 18 years and boys from 18 to 21 years. The Indian parliament passed *The Prohibition of Child Marriage Act* in 2006 to replace *The Child Marriage Restraints Act, 1929 (Sarda Act)*. This Act was passed to address the shortcomings of the Sarda Act. Under the 2006 Act, a marriage between two parties in which one of them is a minor, i.e. below the age of 18 in the case of girls and below the age of 21 in the case of boys, is considered voidable. It can be annulled within two years of attaining majority by the party who was a minor at the time of the marriage. The 2006 Act has extended a great deal of authority over administrative machinery to discourage child marriages. In an effort to address the issue of Child Marriage, India has taken numerous steps. However, despite these efforts, child marriage continues to be a widespread practice in many parts of India.

## MEANING OF A CHILD

The concept of age in India is defined differently for different age groups, creating ambiguity.

- a. **The Juvenile Justice (Care and Protection of Children) Act, 2015:** Section 2 (12) of the Act defines a “Child” as any individual who has not completed the age of eighteen years. This definition is in line with the United Nations Convention on the Rights of the Child, which defines a child as any person under the age of 18, unless the age of majority is attained earlier under a particular country's laws.
- b. **The Prohibition of Child Marriage Act 2006:** Section 2 (a) of the Act defines a "Child" as an individual who is under twenty-one years of age if a male, and under eighteen years of age if a female.

## WHEN IS A MARRIAGE CONSIDERED AS A CHILD MARRIAGE?

In simple words, a marriage is considered a child marriage where one or both the parties to the marriage are below the age of eighteen years. As per Section 2 (b) of *The Prohibition of Child Marriage Act, 2006*, "Child Marriage" is a marriage in which one of the parties to the marriage is a child.

## FACTORS RESPONSIBLE FOR CHILD MARRIAGE IN INDIA

There are numerous factors that are responsible for child marriage in India.

- i. **Custom and Tradition:** In areas where child marriage is common, there is heavy social pressure on families to face rejection or family guilt. Local perceptions of the appropriate age of marriage are linked to economic considerations such as dowry, bride price, and so on.
- ii. **Gender Discrimination:** Child marriage is a product of societies that devalue and discriminate against women and girls. According to a UNICEF report on “Child Marriage and the Law,” “discrimination often manifests itself in the form of domestic abuse, marital rape, and food scarcity, as well as a lack of access to education, healthcare, and general impediments to mobility.”
- iii. **Security:** In many situations, parents turn to child marriage to secure a better future for their daughters. Situations of vulnerability caused by violence, harassment, and other crimes against girls and extreme poverty can lead to parents resorting to child marriage as a defence mechanism or survival tactic.
- iv. **Poverty:** Child marriage is sometimes seen as a means of economic survival in poor communities. Poor families sell their children through marriage to pay off their debts or to make money to break free from the cycle of poverty. Every opportunity is taken to escape the responsibility of a girl child. So poverty is one

of the reasons why families inevitably turn to child marriages to escape all of the responsibilities that come with having a female child.

- v. **Dowry System:** Customs such as dowry place a financial burden on the family because parents must provide large sums of money, jewellery, or land for their daughter to marry. As a result, the preference narrows to the one who takes the least amount of dowry rather than a decent deserving person. Often, men who have lost their wives, are split or separated or divorced or are very old take less dowry, and a girl who is a minor is forced to marry and live with a mature and more senior man.

### IMPACT OF CHILD MARRIAGE

Child marriage has a wide range of Impact, which are mentioned below.

- i. **Physiological & Psychological Impact:** The majority of young brides lack the knowledge of and access to contraception and reproductive health care. They are subjected to early and frequent sexual encounters and numerous pregnancies and childbirth before they are physically and mentally mature. Many experts are of the view that early pregnancy is unsafe for girls. Reaching puberty is not an adequate indicator of physical development to justify the consummation of marriage and Cohabitation before reaching appropriate physical maturity will result in the underdevelopment of a girl child's reproductive organs and expose her to infections and diseases. Premature childbirth can also lead to several health issues for mothers, including vaginal tears, fistula, and general health deterioration. Girls who have fistula are often abandoned by their spouses. Furthermore, some incidents result in nervous system shock, the effects of which are felt throughout life.

Child wives experience significant psychological consequences due to the loss of adolescence, forced sexual intercourse, denial of freedom, and personal growth. The suffering of a young girl burdened by different responsibilities, commitments, harassment, and pressures is inexplicable. Young brides are subject to segregation, loneliness, and a lack of social interaction. Loss of childhood, forced sexual relations, and denial of freedom & personal growth can cause depression, low self-esteem, and even lead to suicide. Aside from this, the discontinuation of education due to marriage adds to the mental stress of child wives.

- ii. **Educational Impact:** Child brides are often pulled out of school and refused further schooling. Their children are also more likely to be illiterate. Providing education to a girl is seen as needless by both the girl's and boy's families, if not an obstacle to being a successful wife or mother. Those who seem to have a

choice are inevitably forced to drop out of school because they are forced to take on the responsibility of doing household chores, starting a family, and so on. Furthermore, by not going to school, young brides miss out on opportunities to form bonds with peers or learn essential life skills.

- iii. **Domestic violence:** Domestic violence is more common among child brides. They face domestic abuse from their husband and their family members for many reasons. These factors include dowry and the wife's refusal to comply with expectations imposed by the husband and his family, who are often patriarchal. The Abuse may be in the form of physical violence (slapping, hitting, beating, strangulation, burning, threatening with a knife or weapon), psychological violence (humiliation, yelling, and intimidation), and sexual violence (non-consensual or forced sex). They seek solace in suicide as a last resort after being entangled in a vicious cycle of domestic abuse and harsh treatment. Desperate for freedom from abuse and cruelty, some of them escape their husband's home, oblivious to the fatal consequences of their actions.
- iv. **Child Widowhood:** Female brides are more likely to be widowed at a young age since husbands are often much older than their brides. A widowed child bride can face discrimination, including loss of status, and is often denied property rights and other rights.
- v. **Poverty:** Child marriage is seen as a means to break the cycle of poverty; however, it promotes poverty across generations, with numerous effects, including fundamental human rights violations reflected in poor maternal and child health, education denial, gender-based abuse, limited economic involvement, social exclusion, and other dire effects. Child brides who come from low-income families are more likely to remain poor and pass on their poverty to future generations in the form of poor health, education, and economic participation.
- vi. **Trafficking of Girls:** Child marriage also results in the trafficking of children for various purposes, including prostitution, labour, and exploitation. Young girls are forced into marriage to sell them to other states.

## JUDICIAL PRONOUNCEMENTS

### ▪ *Independent Thought V. Union Of India*

The Criminal Law Amendment Act, 2013, amended **Section 375** of the Indian Penal Code, 1860 to increase the age of consent to sexual intercourse to 18. This placed the legislation in line with all other laws that define a child as a minor under the age of 18 namely Juvenile Justice (Care and Protection of Children) Act, 2015 and Prohibition of Child Marriage Act, 2006. **Exception 2 to Section 375**, which

provides an exception to the rape offence in cases of involuntary sexual intercourse by a man with his own wife whether she is 15 years of age or older, has not been amended. As a result, non-consensual intercourse between a husband and a minor wife between the ages of 15 and 18 was allowed.

When determining whether a husband commits rape if he has sexual intercourse with his wife who is between the age of 15 and 18, the Division Bench observed that the rape exemption in IPC provided an unnecessary and artificial differentiation between a married girl child and an unmarried girl child. The Hon'ble Supreme Court also observed that the age of marriage and the age of consent have both been raised by the parliament from time to time and currently, a girl child under the age of 18 is not allowed to marry or give consent. When the age has been increased in all other rules, Exception 2 by holding the age of consent for a wife at 15 years becomes unfair, unreasonable, discriminatory, and violates the rights of the girl child. As a result, it is arbitrary and should be set aside.

The division bench of Justices Madan B. Lokur and Deepak Gupta of the Hon'ble Supreme Court, held that Exception 2 to Section 375 of the Indian Penal Code will now be "meaningfully" read as, "*Sexual intercourse by a man with his wife, the wife not being under the age of 18 years, is not rape.*"

This exception to marital rape was declared unconstitutional because it violated Article 14 and 21 of the Indian Constitution. This ruling has been praised and is a step forward towards the elimination of child marriage.

### **RECENT SCENARIO OF CHILD MARRIAGE IN INDIA**

On December 21, *The Prohibition of Child Marriage (Amendment) Bill, 2021*, was introduced in the Parliament. The 2021 Bill seeks to amend The Prohibition of Child Marriage Act, 2006, by raising the marriageable age of girls from 18 to 21 years. The 2021 Bill also seeks to bring amendments in laws relating to the age of marriage i.e. 'the Indian Christian Marriage Act, 1872'; 'the Parsi Marriage and Divorce Act, 1936'; 'the Muslim Personal Law (Shariat) Application Act, 1937'; 'the Special Marriage Act, 1954'; 'the Hindu Marriage Act, 1955'; and 'the Foreign Marriage Act, 1969'. The Prohibition of Child Marriage Act, 2006, defines a "Child" as an individual who is under twenty-one years of age if a male, and under eighteen years of age if a female. But, the Amendment Bill of 2021 has introduced a new definition of a "child", it provides that any male or female who has not completed the age of 21 years will be referred to as a "child". As per The Prohibition of Child Marriage Act, 2006, a person who gets married before reaching the minimum required age can claim an annulment, but it is necessary for this the claim must be filed within 2 years after the reaching the age of majority, i.e., at the age of 20. However, after the

introduction of the Amendment Bill of 2021, the minimum age at which the petition for annulment can be filed has been increased from 2 years to 5 years, i.e., 23 years. This is one of the most noteworthy changes that the Amendment Bill of 2021 has introduced. The Prohibition of Child Marriage (Amendment) Bill, 2021 has failed to address any change that makes Child Marriages *void ab initio* in India.

Currently, The Prohibition of Child Marriage (Amendment) Bill, 2021, has been referred for examination to a Parliamentary Standing Committee. The Committee has also approached the general public for their views and suggestions regarding the Amendment Bill of 2021. However, the Amendment Bill of 2021 is awaiting approval by the Parliament.

### CONCLUSION

Child marriage is a grave violation of child and human rights. It leaves behind a deep physical, psychological and emotional scar on a child. Preventing child marriage requires more than just rules, beliefs, and customs; it also requires education, health care, and empowerment. It is as much about gender equality and women's involvement in decision-making as it is about equal employment and life skills opportunities. One of the reason behind the prevalence of the practice is the conservative mindset of people and deep-rooted family beliefs that regard a girl as a liability and a burden who should be married off and sent to her husband's house as soon as possible.

On one hand, there is a lot of social pressure from society to marry off children, particularly girls, at an early age. While on the other hand, there is an economic pressure that force people to marry their children at an early age. The practise of child marriage is encouraged by low socio-economic status and large families because it allows parents to send their girl children off at a young age. As mentioned previously, poverty and plays a significant role in this practise. . The bride's parents, who would bear the majority of the wedding expenses, normally tend to marry all of their daughters on the same day to prevent repeated expenses. Marriage of the boy, on the other hand, brings in an additional hand to assist in household and economic activities.

Despite the provisions of strong policies and Acts against child marriage, the practice still prevails in India. The single most critical aspect perpetuating child marriage is a lack of educational facilities for girl children. Girls must have equal access to at least high school education. High schools must take the opportunity to postpone a girl child's marriages by offering professional social assistance and counselling to girls and their parents. Girls who are under pressure from their families to marry typically confide in their peers and teachers. High schools must

take advantage of this chance to reach out to students and their guardians. Child marriage prevention laws if strictly enforced would have a deterrent effect on both parents and families. Strict enforcement of dowry, sexual assault, violence against women, child exploitation, and other laws should also be ensured in order to instil a sense of protection among women, which is one of the most significant reasons why parents are compelled to marry off their daughters at an early age. The negative consequences of child marriage, statutory provisions as well as the relevance of legally prescribed age for marriage can be publicized through media such as television, radio, and newspapers, particularly in areas where child marriage is prominent. Cinema is another excellent tool for raising awareness and preventing child marriage.

Child marriages continue as a result of inadequate enforcement of existing regulations. Despite the fact that some people are aware of the legislation, they continue to pursue child marriage. Child marriage must be prohibited since it harms not only the present generation but also future generations. Only by fully implementing the measures mentioned above will we be able to create a child-friendly society in India.

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- Article 21 of the Constitution of India, guarantees Protection of Life and Personal Liberty. No person shall be deprived of his life or personal liberty except according to procedure established by law.



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## ABOUT THE BOOK

"Pedagogies for Learning: A Way Forward" is an innovative and comprehensive exploration of modern educational approaches that are reshaping the future of learning. In this thought-provoking book, we delve deep into the dynamic landscape of pedagogy, offering readers a roadmap to navigate the evolving world of education.

This book is a vital resource for educators, policymakers, and anyone interested in fostering effective and engaging learning experiences. It examines a wide range of pedagogical strategies, from traditional classroom methods to cutting-edge technology-driven approaches, presenting a balanced view of their strengths and weaknesses.

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