

**ENGLISH LANGUAGE LEARNING AND
TEACHING:
A Critical Review from the Students' Perspectives**

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PREFACE

We thank God Almighty for His compassion and mercy in allowing us to complete this book. The creation of this book is the result of the thoughts of the writers and editors entitled "**English Language Learning and Teaching: A Critical Review from the Students' Perspectives**". We recognize that completing this effort would be extremely difficult without the assistance and guidance of numerous stakeholders. As a result, we'd like to thank everyone who helped us put this book together until it can be presented to the reader.

This book provides an overview of a critical perspective on student learning and teaching English. This chapter book has 16 appropriately arranged chapters that provide readers with insight into learning and teaching English based on critical reviews from the perspective of students.

Finally, we hope that the chapters of this book produced through student labor will be useful to many people and that God Almighty will be delighted to repay all those who have assisted. This book, hopefully, will aid in the advancement of science.

Banjarmasin, 27 April 2023

Editor

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EDITORIAL

A Language: How Is It Acquired, Learned and Used?

A. What is a Language?

A language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchioro, 1964). A language is a system of communication that is used by humans to convey meaning through spoken, written, or signed words and symbols. Languages are made up of a set of rules that govern how words are used to form sentences and convey information.

Based on the definition of a language above, a language is a means of communication. However, if the definition of a language is used in language study, we must involve other means of communication that are not categorized as a language. For example, if we regard a language as consisting of sounds, it shows that the other means of communication may use sounds as its medium. In short, a means of communication known as a language must have some characteristics that do not belong to the other means of communication.

Forms of sentences of a language generally serve a specific function. The sentences are created, among others, based on their purposes. The purposes of creating sentences are (a) to inform something or someone to the audiences; the sentences created are called statements (declarative sentences), (b) to question something or someone; the resultant forms are interrogative sentences, (c) to ask or command someone to do something; the consequent structures are imperative sentences, and (d) to show a surprise on someone or something; the resultant forms are exclamatory sentences. Traditionally, there are three functions of a language. These three functions of a language are related from one to another. For the sake of discussion, they are discussed in separate ways. The prime function of a language has been assumed to be cognitive; a language is used to express ideas, concepts, and thoughts. The

second function is said to be evaluative; language has been viewed as a means of conveying attitudes and values. The third function of a language is referred to be affective; a language is used by its speakers to transmit emotions and feelings.

According to Mary Finocchiaro, there are six functions of a language are; they are as follows:

The personal function enables the user of a language to express his innermost thoughts; his emotions such as love, hatred, and sorrow; his needs, desires, or attitudes; and to clarify or classify ideas in his mind. *The interpersonal function* enables him to establish and maintain good social relations with individuals and groups; to express praise, sympathy, or joy at another's success; to inquire about health; to apologize, to invite. *The directive function* enables the speaker to control the behavior of others through advice, warnings, requests, persuasion, suggestions, orders, or discussion. *The referential function* enables the speaker to talk about objects or events in the immediate setting, environment, or culture; to discuss the present, past, and future. *The metalinguistic function* enables the speaker to talk about language, for example, "What does it mean?" *The imaginative function* enables the speaker to use language creatively in rhyming, composing poetry, writing, or speaking (1989:1-2).

Language is a complex system of communication that consists of multiple subsystems, including phonology (the sound system of a language), morphology (the structure of words), syntax (the arrangement of words and phrases to create well-formed sentences), semantics (the meaning of words and sentences), and pragmatics (the use of language in context).

1. Speech sounds in Phonetics and Phonology

Phonetics and phonology are both concerned with studying speech sounds, the basic building blocks of language. Phonetics studies the physical properties of speech sounds, such as their articulation, acoustics, and perception. Phonology, conversely, concerns the abstract system of sounds and sound patterns in a particular

language and how they are used to convey meaning.

Both phonetics and phonology assume that language is essentially an oral or spoken medium, as it is primarily through speech that we communicate with one another. While writing and other forms of communication are important, they are ultimately derived from and based on the spoken word. Therefore, understanding the nature of speech sounds and how they are produced, perceived, and used in a language is essential to understanding language as a whole.

Speech sounds are sounds that are produced by using speech organs. Speech sounds of a language are studied through phonetics and phonology. Phonetics and phonology are two linguistics subfields that study human language's sounds. Phonetics deals with the physical properties of speech sounds, including their production, transmission, and perception. It also examines the acoustic characteristics of speech sounds, such as their frequency, amplitude, and duration. Phonology, on the other hand, focuses on the abstract, mental representations of speech sounds in language. It studies the patterns and rules that govern the distribution and organization of speech sounds in a given language or dialect. For example, phonology might investigate why certain sounds can only occur in certain positions within a word or why some sounds can change depending on the surrounding sounds.

Phonetics studies the physical properties of speech sounds, including their production, transmission, and perception. It investigates how the human speech organs make sounds, how they are transmitted through the air as sound waves, and how the listener perceives them. In phonetics, speech sounds are classified according to their articulatory, acoustic, and auditory properties. Therefore, phonetics are classified into (a) articulatory phonetics, (b) acoustic phonetics, and (c) auditory phonetics.

Articulatory phonetics focuses on the movements and positions of the speech organs, such as the tongue, lips, and vocal cords, that produce different sounds. Acoustic phonetics examines the physical properties of sound waves that make up speech sounds, such as their frequency, amplitude, and duration. Finally, auditory phonetics explores how the human ear and brain perceive and process speech sounds.

Phonetics works in the study of speech sounds by providing a systematic and objective way to describe and analyze the sounds of human language. By using specialized tools and techniques, such as spectrograms, visual representations of sound waves, and articulatory models, which simulate the movements of speech organs, phoneticians can study the fine details of speech production and perception. They can also compare and contrast the sounds of different languages and dialects and identify patterns and variations in how speech sounds are used in communication.

Phonemes are studied through phonology. Phonemes are the basic sound units in a language that can distinguish one word from another. Phonology studies a language's sound patterns and systems, including the phonemes and their distribution and organization within words. In other words, phonology concerns the function of sounds in a language and how they convey meaning. Phonology involves understanding how sounds are combined and pronounced in a particular language and how changes in sound can affect the meaning of words. For example, in English, the "b" and "p" sounds are distinct, and changing one for the other can change the meaning of a word. How does it work?

The sounds /b/ and /p/ are distinct phonemes in English. The main difference between these two sounds is that /b/ is a voiced bilabial plosive, meaning the vocal cords vibrate when producing the sound. The lips are brought

together to create a burst of air, while /p/ is an unvoiced bilabial plosive, meaning that the vocal cords do not vibrate when producing the sound, and the lips are also brought together to create a burst of air. The distinction between these two sounds is important because changing one for the other can change the meaning of a word. For example, "bat" with the /b/ sound means a flying mammal, while "pat" with the /p/ sound means to tap something lightly.

Similarly, the word "bit" with the /b/ sound means a small piece or quantity, while "pit" with the /p/ sound means a hole in the ground. These minimal pairs or pairs of words that differ only by one sound demonstrate how important the distinction between phonemes is in English and how it can impact the meaning of words. The following is another example of how /d/ and /t/ are distinct phonemes in English.

The sounds /d/ and /t/ are distinct phonemes in English. The main difference between these two sounds is that /d/ is a voiced alveolar stop, meaning that the vocal cords vibrate when producing the sound. In addition, the tongue touches the alveolar ridge behind the upper teeth to interrupt the airflow briefly. At the same time /t/ is an unvoiced alveolar stop, meaning that the vocal cords do not vibrate when producing the sound, and the tongue also touches the alveolar ridge to create a brief interruption of the airflow. The distinction between these two sounds is important because changing one for the other can change the meaning of a word. For example, the word "dime" with the /d/ sound means a small unit of currency, while "time" with the /t/ sound means a duration measurement. Similarly, the word "do" with the /d/ sound means to act, while the word "to" with the /t/ sound is a preposition that indicates a relationship between two things. These minimal pairs or pairs of words that differ only by one sound demonstrate how important the distinction between phonemes is in English and how it can impact the meaning of words.

Together, phonetics and phonology comprehensively understand how speech sounds are produced, perceived, and organized in human language. The study of the sounds used in a language and how they are used to convey meaning is called phonology. Phonology is a subfield of linguistics that focuses on the sounds of language and how they function in communication. Phonology examines the sounds of language at different levels, including individual sounds (phonemes), the patterns of sounds in words (morpho-phonemics), and the intonation and rhythm of speech (prosody). Phonology also considers how the human vocal tract produces sounds and how the ear perceives them.

Phonology is an important area of study because the sounds of a language are a crucial component of its grammar and meaning. Different languages use different sounds and sound patterns to convey meaning, and understanding these differences is essential for effective communication across linguistic and cultural boundaries. Phonology also plays a key role in language learning, as learners need to master the sounds of a language in order to speak it fluently and accurately.

2. Morphemes: meaningful units of sounds

Morphemes are said to be “meaningful units of sounds (phonemes)”. There are two types of morphemes, e.g., free and bound morphemes. A free morpheme is a morpheme that can stand by itself as a meaningful linguistic unit. Its form is the same as a single word. This word may be referred to as a root or stem in the study of morphology or morphological construction. Morphological construction is a construction that is constructed from two constituents. A constituent is a morpheme based on which a morphological construction is arranged. Morphological construction is constructed from two morphemes, mentioned as its immediate constituents (IC-s). The IC-s are then referred to as “two morphemes (one of which is a free morpheme and

another is bound morpheme) directly form “morphological construction”. A free morpheme is, then, said to be “a root” (e.g., a center of the construction) in the “morphological process”. In a minimal construction, a free morpheme will be “a root” and at the same time “a stem” of the construction. It is a root due to its position as the central part of the construction; and it is a stem due to its function to which a bound morpheme (e.g., an affix) is added.

Morphology is the study of the structure of words, including the arrangement of morphemes, which are the smallest units of meaning in a language. Morphemes can be made up of one or more phonemes. Morphology involves analyzing words to identify their constituent morphemes and understanding how these morphemes combine to form larger utterances. For example, the word "unhappily" can be broken down into three morphemes: "un-" (meaning "not"), "happy" (meaning "feeling or expressing joy"), and "-ly" (meaning "in a way that is associated with or characterized by"). By understanding the morphological structure of a word, we can better understand its meaning and use. So, while morphology does involve the study of the arrangement of phonemes within words, its focus is on the study of the structure of words and the identification of the smallest units of meaning in a language, which are morphemes.

Furthermore, morphology involves word formation. Therefore, it also refers to the study of how words are formed and how their forms change to indicate different meanings. There are some types of word formation. Other types of word formation include compounding (combining two or more words to create a new word), blending (combining parts of two or more words to create a new word), conversion (changing the part of speech of a word without adding or removing any affixes), and back-formation (creating a new word by removing an affix from an existing word). Few of these is affixation (consisting

inflection and derivation).

Word formation is the process of creating new words, and there are several ways to do it. Affixation is one of the most common types of word formation, which involves adding a prefix or a suffix to a root word to create a new word.

Inflection is a type of affixation that involves adding a morpheme (a meaningful unit of language) to a word to change its grammatical function, such as tense, case, or number. For example, in English, adding "-s" to the noun "cat" creates the plural form "cats," while adding "-ed" to the verb "walk" creates the past tense form "walked." Derivation is another type of affixation that involves adding a morpheme to a word to create a new word with a different meaning or part of speech. For example, in English, adding the suffix "-er" to the verb "teach" creates the noun "teacher," while adding the prefix "un-" to the adjective "happy" creates the opposite meaning adjective "unhappy."

Morphology includes understanding the meaning of prefixes, suffixes, and other word parts that can be added to a word to change its meaning or function. In linguistic morphology, a morpheme is the smallest unit of language that carries meaning. Morphemes can be classified into two main types: free morphemes and bound morphemes.

A free morpheme is a morpheme that can stand alone as a word and carry meaning on its own. Examples of free morphemes in English include "cat," "book," "run," and "happy." These morphemes can occur independently as words and do not need to be combined with other morphemes to convey meaning.

A bound morpheme, on the other hand, is a morpheme that cannot stand alone as a word and must be attached to another morpheme to convey meaning. Bound morphemes can be further classified into two types: prefixes and suffixes. A prefix is a morpheme that is added to the beginning of a word to modify its meaning, such as "un-" in

"unhappy" or "re-" in "redo." A suffix is a morpheme that is added to the end of a word to modify its meaning, such as "-s" in "cats" or "-ness" in "happiness."

In addition to free and bound morphemes, linguists also recognize a third type of morpheme known as a "clitic." A clitic is a morpheme that is phonetically dependent on another word, but which can still function as a separate grammatical unit. Examples of clitics in English include the contracted forms of "is" and "has" in "he's" and "she's."

The study of the structure of words and how they are formed from smaller units called morphemes is called morphology. Morphology is a subfield of linguistics that examines the internal structure of words and how they are formed from smaller units of meaning. Morphemes are the smallest units of meaning in a language, and they can be combined to form words. For example, the word "unhappy" is composed of two morphemes: "un-" (a negative prefix) and "happy" (a root word meaning "pleased or content"). The word "happily" is composed of the same root word, but with a different suffix ("-ly") that changes its grammatical function to an adverb.

Morphology examines the rules and patterns that govern the formation of words in a language. This includes the study of inflection, which is the modification of a word to indicate its grammatical function (such as tense, number, or gender), as well as the study of derivation, which is the creation of new words by adding prefixes or suffixes to existing words. Morphology is an important area of study because it helps us understand how words are formed and how they convey meaning. By understanding the morphological structure of words, we can better comprehend the meaning of new words that we encounter, as well as understand the rules that govern word formation in a language.

In morphological level, a meaningful unit of phonemes is called "a morpheme". In this linguistic level, morphemes can be in the forms of either free or bound morphemes. A free morpheme can be developed into larger linguistic unit through the morphological processes (e.g. word formation, blending/compounding, etc.). Word formation, for instance, may operate in two ways: affixation and derivation.

In linguistics, there are two main types of affixes: inflectional and derivational affixes. Inflectional affixes are added to a word to indicate a grammatical function or relationship between the word and the rest of the sentence. They do not change the basic meaning or part of speech of the word. Examples of inflectional affixes in English include the plural "-s" (as in "cats"), the past tense "-ed" (as in "walked"), and the comparative "-er" (as in "taller").

Derivational affixes, on the other hand, are added to a word to create a new word with a different meaning or to change the part of speech of the word. Examples of derivational affixes in English include the prefix "un-" (as in "unhappy"), which changes the meaning of the word "happy," and the suffix "-ness" (as in "happiness"), which changes the noun "happy" into another noun that describes the quality of being happy.

In general, inflectional affixes are more limited in their range of meanings and functions, while derivational affixes are more creative and productive in their ability to create new words and modify the meanings of existing ones. Affixation is a process in which a bound morpheme (called an affix) is added to the beginning (prefix) or end (suffix) of a word to create a new word or to modify the meaning of the base word. For example, in the word "unhappy," the prefix "un-" is an affix that is added to the base word "happy" to change its meaning to "not happy." Similarly, in the word "happily," the suffix "-ly" is added to the base word "happy" to modify its meaning to "in a happy manner."

Affixation is a common method of word formation in many languages and can be used to create new words, modify existing ones, or change their grammatical function. It is an important aspect of morphology, which is the study of how words are formed and how their meanings and grammatical properties are determined by their internal structure.

Here is a list of some common prefixes in English:

- a. a: meaning "not" or "without" (as in "atypical," "asymmetrical")
- b. anti: meaning "against" or "opposite" (as in "antibiotic," "antifreeze")
- c. auto: meaning "self" or "automatic" (as in "autobiography," "autopilot")
- d. co: meaning "together" or "jointly" (as in "cooperate," "coexist")
- e. de: meaning "down" or "away" (as in "devalue," "degrade")
- f. dis: meaning "not" or "opposite" (as in "dislike," "distrust")
- g. ex: meaning "out" or "former" (as in "exit," "ex-boyfriend")
- h. im: meaning "not" or "opposite" (as in "impossible," "imperfect")
- i. in: meaning "not" or "inside" (as in "incorrect," "input")
- j. inter: meaning "between" or "among" (as in "international," "interact")
- k. mis: meaning "wrong" or "incorrect" (as in "misunderstand," "misbehave")
- l. non: meaning "not" or "without" (as in "nonfiction," "nonprofit")
- m. post: meaning "after" or "behind" (as in "postpone," "postgraduate")
- n. pre: meaning "before" or "earlier" (as in "preview," "preorder")
- o. re: meaning "again" or "back" (as in "rebuild," "revisit")
- p. un: meaning "not" or "opposite" (as in "unhappy," "uncommon")

- q. Some common inflectional affixes in English:
- r. Plural: "-s" (as in "cats"), "-es" (as in "boxes"), "-ies" (as in "berries")
- s. Possessive: "'s" (as in "John's"), "'s" with plural nouns ending in "-s" (as in "the cats'"), "-s" with plural nouns not ending in "-s" (as in "the children's")
- t. Third person singular present tense: "-s" (as in "he walks")
- u. Past tense: "-ed" (as in "walked"), irregular forms (such as "went")
- v. Past participle: "-ed" (as in "has walked"), irregular forms (such as "gone")
- w. Present participle/gerund: "-ing" (as in "walking")
- x. Comparative: "-er" (as in "taller"), irregular forms (such as "better")
- y. Superlative: "-est" (as in "tallest"), irregular forms (such as "best")

Inflectional suffixes are morphemes that are added to the end of a word to indicate various grammatical features such as tense, number, gender, and case. The characteristics of inflectional suffixes include:

- a. They are always added to the end of a word.
- b. They do not change the basic meaning of the word.
- c. They are predictable and follow regular patterns.
- d. They are grammatical markers and do not create new words.
- e. They are mandatory in certain contexts to indicate the correct grammatical form.
- f. They can be used to distinguish between different forms of a word, such as singular vs. plural or past vs. present tense.

Examples of inflectional suffixes include -s for plural nouns (e.g., cats), -ed for past tense verbs (e.g., played), and -ing for present participle verbs (e.g., singing).

Here is a list of some common derivational suffixes in English:

- a. -able, -ible: meaning "capable of" or "worthy of" (as in "readable," "edible")
- b. -al, -ial: meaning "related to" or "characterized by" (as in "musical," "colonial")
- c. -ance, -ence: meaning "state or quality of" or "action or process" (as in "importance," "residence")
- d. -ate: meaning "to make" or "to become" (as in "activate," "evaporate")
- e. -en: meaning "to make" or "to become" (as in "lengthen," "strengthen")
- f. -er, -or: meaning "person or thing that does" (as in "teacher," "actor")
- g. -ful: meaning "full of" or "having a lot of" (as in "grateful," "colorful")
- h. -ify: meaning "to make" or "to become" (as in "simplify," "terrify")
- i. -ish: meaning "somewhat" or "having the quality of" (as in "reddish," "childish")
- j. -ism: meaning "belief or practice of" or "condition of" (as in "capitalism," "alcoholism")
- k. -ist: meaning "person who practices or specializes in" (as in "artist," "dentist")
- l. -ity, -ty: meaning "state or quality of" or "condition of" (as in "reality," "loyalty")
- m. -ize: meaning "to make" or "to become" (as in "modernize," "realize")
- n. -less: meaning "without" or "lacking" (as in "hopeless," "jobless")
- o. -ment: meaning "action or process of" or "result of" (as in "development," "accomplishment")
- p. -ness: meaning "state or quality of being" (as in "kindness," "happiness")
- q. -ous: meaning "full of" or "having the quality of" (as in "dangerous," "famous")

- r. -ship: meaning "state or quality of being" or "position held by" (as in "friendship," "leadership")

It is worth noting that some words in English may have multiple derivational suffixes, and the meaning of a word can be significantly affected by the presence or absence of a suffix. Additionally, the same suffix can have different meanings in different contexts or with different root words. Derivational suffixes are affixes added to the end of a base word to create a new word with a different meaning. Some characteristics of derivational suffixes include:

1. They change the lexical category of the base word: For example, the suffix "-ity" can be added to the noun "able" to create the noun "ability."
2. They change the meaning of the base word: For example, the suffix "-ful" can be added to the adjective "help" to create the adjective "helpful."
3. They can create new words: Derivational suffixes can create entirely new words. For example, the suffix "-ize" can be added to the noun "author" to create the verb "authorize."
4. They can be productive: Derivational suffixes can be used to create new words in an ongoing way, allowing for the creation of new vocabulary.
5. They can be language-specific: Different languages may use different derivational suffixes or use them in different ways, depending on their linguistic structure and history.

Inflectional suffixes are used to mark grammatical categories such as tense, number, and gender. For example, the -s in "dogs" marks the plural form of the noun "dog," and the -ed in "walked" marks the past tense form of the verb "walk." On the other hand, derivational suffixes are used to create new words by changing the meaning or part of speech of the base word. For example, the -ness in "happiness" changes the adjective "happy" into the noun "happiness," and the -ly in "quickly" changes the adjective "quick" into the

adverb "quickly."

In a given case, the suffix -ing can serve both an inflectional and a derivational function in English. As an inflectional suffix, -ing is added to verbs to form the present participle, which is used to indicate ongoing or continuous action. For example, in the sentence "She is walking to the store," the -ing in "walking" marks the present participle of the verb "walk." As a derivational suffix, -ing can be added to verbs, adjectives, and nouns to create new words, often indicating a state or process. For example, in the sentence "She is experiencing a lot of running-related injuries," the -ing in "running-related" creates a new adjective that describes injuries related to running.

3. Syntax: how words are arranged

Syntax is the study of the rules that govern how words are combined to form phrases, clauses, and sentences in a language. It involves analyzing the structure and organization of language at the level of phrases and sentences, as well as the relationships between different parts of a sentence. Syntax works in the study of words in a language by providing a framework for understanding how words are put together to create meaning. It allows linguists to identify the different elements of a sentence, such as the subject, verb, and object, and to understand how they are related to each other.

Syntax is closely related to other areas of linguistic study, such as morphology, which focuses on the internal structure of words, and semantics, which deals with the meaning of words and sentences. Together, these fields provide a comprehensive understanding of how language works and how it is used to convey meaning.

Sentence structure and how words are arranged are studied through syntax. This is the study of sentence structure and how words are arranged to create meaning. Syntax involves understanding the rules for creating sentences in a particular language, such as word order,

subject-verb agreement, and the use of punctuation. Syntax also plays a crucial role in the interpretation of meaning in language. By analyzing the structure of a sentence, linguists can determine how the different parts of a sentence relate to each other and create a particular meaning. For example, changing the word order or the placement of a modifier in a sentence can completely change the meaning of the sentence.

Syntax refers to the arrangement of words and phrases to form grammatically correct and meaningful sentences. It is a subfield of linguistics that studies how words are combined into larger units such as phrases, clauses, and sentences, and how these units relate to each other. Syntax is concerned with the rules and principles that govern sentence structure, including word order, sentence structure, and grammatical relationships between words. For example, in English, the subject usually comes before the verb in a sentence, as in "She sings," whereas in other languages, such as Japanese, the verb typically comes at the end of a sentence, as in "Watashi wa uta ga utaimasu" (I songs sing). Syntax is important because it helps us understand how sentences are structured and how they convey meaning. By understanding the rules of syntax in a language, we can create sentences that are clear, coherent, and grammatically correct, and we can better comprehend the meaning of sentences that we encounter in speech or writing.

4. Semantics: understanding meanings of linguistic units

Linguistic study involving understanding meanings of linguistic units is called semantics. This is the study of meaning in language. Semantics involves understanding the meanings of words and phrases, as well as how context can affect their interpretation. For example, the word "bank" can refer to a financial institution or the side of a river, depending on the context. In the context of the financial field, the word "bank" typically refers to a financial institution that is licensed to receive deposits and make

loans. Banks provide a range of services, including checking and savings accounts, credit cards, mortgages, personal and business loans, and investment products. They also offer services such as wealth management, foreign currency exchange, and international wire transfers. Banks are regulated by government agencies and are subject to certain rules and requirements designed to ensure their safety and soundness.

Semantics is the study of meaning in language, including the meanings of words, phrases, and sentences, and how they are used in different contexts to convey specific meanings. Semantics is concerned with the meaning of words and how they relate to each other in a language system. It examines the meanings of individual words, as well as the ways in which words combine to form phrases and sentences with different shades of meaning. Semantics also considers how meaning can change depending on the context in which words are used. For example, the word "bank" can refer to a financial institution, a river bank, or a plane maneuver. The meaning of the word depends on the context in which it is used. Similarly, the sentence "She saw the man with the telescope" can have different meanings depending on whether the man or the woman is using the telescope.

Semantics is an important area of study because it helps us understand how meaning is conveyed through language. By understanding the meanings of words and how they are used in different contexts, we can communicate more effectively and better understand the nuances of language use. Semantics is also important for language learning, as learners need to master the meanings of words and how they are used in sentences in order to use a language fluently and accurately.

5. Pragmatics: how language is used in social situations

How language is used in social situations is discussed through pragmatics. This is the study of how language is

used in social situations. Pragmatics involves understanding the social rules and conventions for using language, such as turn-taking in conversation, using appropriate tone and body language, and understanding the intent behind what someone is saying.

Each language has its own unique set of sounds, grammar, vocabulary, and syntax. While some languages share similarities, such as those within language families, no two languages are exactly the same.

Languages can be spoken by large numbers of people in a particular region or country, or they can be used by smaller communities or groups. Some languages, such as English, Spanish, and Mandarin, are spoken by millions of people around the world, while others, such as endangered indigenous languages, may be spoken by only a handful of people. Languages are an essential aspect of human culture and identity, as they allow us to communicate with each other, express our thoughts and emotions, and share knowledge and ideas across generations.

Pragmatics is the study of how language is used in context, including the social and cultural factors that influence language use, as well as the intentions and goals of the speaker and the listener. Pragmatics is concerned with the ways in which language is used to achieve specific goals and functions in different situations, such as making requests, giving advice, expressing emotions, and negotiating meaning. It also examines the role of context in shaping language use, including the social norms, expectations, and conventions that govern communication in different settings. For example, the sentence "Can you pass the salt?" can have different meanings and implications depending on the context in which it is used. In a formal dinner setting, the sentence may be interpreted as a polite request, whereas in a casual family setting, it may be interpreted as a direct command. Similarly, the sentence "It's cold in here" may be interpreted as a statement of fact, a

complaint, or a request to turn up the heat, depending on the context and the speaker's intentions.

Pragmatics is an important area of study because it helps us understand how language is used to achieve specific social and communicative functions, and how it can be influenced by cultural and contextual factors. By understanding the pragmatic dimensions of language use, we can communicate more effectively and navigate different social situations with greater ease and sensitivity.

B. Language: How is it Formed?

Principally, a language is spoken. However, it is wider than spoken communication. It can also be expressed through writing, signing, body language, facial expressions, and other forms of non-verbal communication. While speech is the most common and natural form of language for humans, other forms of communication can be equally effective in conveying meaning and emotions.

Written language, for example, is a vital form of communication for many purposes, such as record-keeping, storytelling, and conveying complex ideas. Sign language is another form of language used by people who are deaf or hard of hearing to communicate. Body language, including gestures and facial expressions, can also be a powerful means of conveying meaning and emotions.

Oral language refers to how we communicate using spoken words and nonverbal cues such as tone of voice, facial expressions, and gestures. It is a dynamic and immediate communication that relies on comprehending and responding in real-time. On the other hand, written language is a communication system that uses written symbols, such as letters and numbers, to convey meaning. Unlike oral language, written language allows for more precise and deliberate communication, which can be revised and edited before sharing with others.

While both forms of language share many similarities, there are also several key differences between them. For example, written language tends to be more formal and structured, while oral language is often more casual and conversational. Additionally, written language is generally more permanent and can be accessed and analyzed over time, whereas oral language is often fleeting and more difficult to document or study retrospectively.

1. Oral language

Oral language is essential for day-to-day communication, allowing us to converse with others, express our thoughts and emotions, and interact socially. Oral language is fundamental to human communication and essential for day-to-day interactions. It allows us to convey our thoughts, feelings, and ideas to others and understand and respond to what they are saying. Oral language is used in various contexts, from informal conversations with friends and family to more formal situations such as public speaking, job interviews, and negotiations. In addition to facilitating communication, oral language is important in social interaction and relationships. It allows us to establish connections with others, form bonds, and build trust. Oral language can also be a powerful tool for persuasion, as it enables us to influence and convince others to adopt our point of view or take a particular action.

Oral language plays a crucial role in establishing connections with others and building relationships based on trust and mutual understanding. When we communicate orally with others, we convey information and express our emotions, attitudes, and intentions. Effective oral communication involves the words we use and our tone of voice, body language, and other nonverbal cues. By paying attention to these factors, we can convey our message clearly and build rapport with the person we communicate with. This, in turn, can lead to a greater sense of trust and connection between individuals, which is essential for

healthy relationships both in personal and professional contexts. In addition, oral language can help us to resolve conflicts, negotiate effectively, and collaborate with others. By listening carefully to the needs and perspectives of others and expressing our thoughts and feelings clearly and respectfully, we can build strong, productive relationships that benefit everyone involved.

Oral language can be a powerful tool for persuasion and influence. When we communicate orally with others, we can use a range of techniques to try and convince them to adopt our point of view or take a particular action. For example, we use emotional appeals to appeal to the listener's feelings or logical arguments to persuade them based on reason and evidence. We might also use storytelling or personal anecdotes to help the listener relate to and understand our point of view better. Effective persuasion also involves understanding the needs and motivations of the listener and tailoring our communication style and approach accordingly. By listening carefully to the listener's concerns and preferences, we can adjust our message and delivery to make it more compelling and relevant to them. Overall, oral language can be a powerful tool for persuasion and influence, but it is important to use it ethically and responsibly. Persuasion should be based on honest communication and a genuine desire to help the listener make informed decisions in their best interests rather than trying to manipulate or deceive them.

Oral language is also important for developing listening and speaking skills, which are crucial for effective communication in many areas of life, such as education, work, and social interactions. Oral language is essential for developing and improving listening and speaking skills, which are crucial for effective communication in many areas of life. For example, oral language is vital for classroom discussions, group projects, and presentations in education. By actively listening to others and expressing their ideas

clearly, students can develop critical thinking and problem-solving skills and enhance their understanding of course material. In addition, effective oral communication is often required in the workplace for tasks such as giving presentations, leading meetings, and collaborating with colleagues. Strong speaking and listening skills can help individuals to convey their ideas and opinions, build consensus, and resolve conflicts. Finally, oral language is important for building and maintaining relationships in social interactions. By listening actively and responding appropriately, individuals can show empathy, build rapport, and establish trust with others. Overall, developing strong listening and speaking skills through oral language is crucial for success in many areas of life. It can help individuals to communicate effectively, build relationships, and achieve their goals.

2. Written language

In order to be able to communicate or interact, one must learn the language, including its subsystems or components. A language is a system of communication that involves a set of sounds, words, and rules for combining them to convey meaning. Written language is a representation of this system using symbols that can be seen and interpreted visually. *Written language*, on the other hand, allows for more formalized communication, such as in academic writing, business communication, and other forms of written communication. It also allows us to access and understand information through reading, which is an essential part of learning and education.

What are the components of written language? A written language is a system of communication that uses written symbols or characters to represent language. It is a way of preserving and transmitting information through written texts, such as books, newspapers, emails, text messages, and other forms of written communication. Written languages can be based on different writing

systems, such as alphabets, syllabaries, or logographic systems. Alphabets are writing systems that use a set of characters to represent the sounds of a language. Syllabaries are writing systems that use a set of characters to represent syllables of a language. Logographic systems use symbols to represent words or concepts directly.

In contrast to oral language, written language is a more formalized and structured form of communication. It allows for greater precision, clarity, and permanence in communication. It also allows for communication across time and space, as written texts can be preserved and transmitted over long distances and time periods. The components of written language include:

a. Alphabet

A set of letters used to represent the sounds of a language. A set of letters used to represent the sounds of a language is called an alphabet. Alphabets are used in many languages around the world, including English, Spanish, French, German, Russian, and many others.

Each letter in an alphabet typically represents a sound or a group of related sounds, called phonemes, in the language. In the English language, the letters of the alphabet are used to represent the sounds of spoken words. For example, in the English alphabet, the letter "a" represents the sound /æ/ as in "cat", while the letter "e" represents the sound /ɛ/ as in "pet". The English alphabet consists of 26 letters, each associated with one or more sounds.

There are 44 sounds (or phonemes) in English, and some letters represent more than one sound. For example, the letter "c" can represent the sounds /k/ as in "cat" or /s/ as in "cent." Similarly, the letter "g" can represent the sounds /g/ as in "goat" or /dʒ/ as in "gem."

In addition to representing single sounds, some letters work together to represent sounds not represented by individual letters. For example, the letter combination "sh" represents the sound /ʃ/ as in "sheep," and the letter combination "ch" represents the sound /tʃ/ as in "chair."

It is important to note that the relationship between letters and sounds in English can be more complex and predictable. In addition, there are many words in English where the spelling and pronunciation do not match up perfectly due to the historical development of the language and its borrowing of words from other languages. As a result, English spelling and pronunciation can be challenging for learners. Learning the alphabet is an important first step in learning a new language, as it allows one to recognize and pronounce words correctly, and to read and write in the language.

b. Vocabulary

This is a set of words in a language and their meanings. Vocabulary refers to the set of words and their meanings that are used in a language or by a particular speaker or group of speakers.

Vocabulary includes both the words we know and use in our daily conversations, as well as more specialized or technical words that are used in specific fields, such as science, law, or medicine. Having a rich and diverse vocabulary is essential for effective communication and can help individuals express themselves clearly and accurately in various settings. Vocabulary refers to the total number of words a person knows and understands. It includes common everyday words and specialized or technical words used in specific fields.

The words we use in our daily conversations are part of our active vocabulary, which we can recall and use when speaking or writing. In addition, these are

often the words we use to express our thoughts, feelings, and ideas in various settings.

On the other hand, the specialized or technical words used in specific fields are often part of our passive vocabulary, which we may recognize and understand when we read or hear them, but we may not use them in our speech or writing. Professionals in their respective fields typically use these types of words to communicate with others in their field using precise and accurate terminology.

A rich and diverse vocabulary is essential for effective communication because it allows individuals to express themselves clearly and accurately in various settings.

When individuals have a broad range of words to choose from, they can select the best word to convey their intended meaning. This can be especially important when communicating complex or abstract ideas requiring precise and nuanced language.

In addition, a diverse vocabulary can help individuals to connect with others and build relationships. When individuals can use a wide range of words, they can more easily understand and relate to people from different backgrounds and cultures. They can express themselves in a way that is more likely to be understood and appreciated.

Having a large vocabulary is important for effective communication, as it allows us to express ourselves more precisely and to understand the words and ideas of others more accurately.

Vocabulary can be acquired through various means, such as reading books and articles, listening to conversations and lectures, and practicing using new words in writing and speaking.

c. Grammar

The grammar refers to the rules for combining words into sentences and conveying meaning. The arrangement of words to form meaningful sentences. Grammar refers to the set of rules that govern the structure and use of language, including the rules for combining words into sentences and conveying meaning. The grammar of a language includes the rules for word order, sentence structure, verb tense, and other aspects of language that affect meaning and communication. For example, in English grammar, we use subject-verb-object word order in declarative sentences, such as "She ate the apple". This means that the subject (She) comes before the verb (ate), which comes before the object (the apple). Following this rule allows us to convey the intended meaning of the sentence.

Having a good understanding of grammar is important for effective communication, as it allows us to convey our ideas clearly and accurately. It also helps us to understand and interpret the meaning of what others say or write. Grammar is an important aspect of language that provides the structure and rules needed for effective communication. A good understanding of grammar helps individuals to convey their ideas clearly and accurately, as it allows them to organize their thoughts and express them in a way that is easy to understand.

Grammar also helps us to understand the meaning of what others say or write. When we understand grammar well, we can recognize the different parts of speech, such as nouns, verbs, adjectives, adverbs, and pronouns. This enables us to interpret sentences and understand how words and phrases convey meaning.

In addition, understanding grammar can also improve our writing skills. Using proper grammar, we can write sentences that are clear and concise and convey our ideas effectively. This is especially important in

academic and professional settings, where clear and accurate writing is essential. A good understanding of grammar is crucial for effective communication, as it allows us to express ourselves clearly and accurately and to understand the meaning of what others say or write.

A good understanding of grammar is crucial for effective communication for several reasons. Firstly, grammar provides the rules and structure needed to convey meaning in language. Without grammar, communication can become unclear, confusing, or even incomprehensible. By understanding grammar, individuals can ensure that their messages are conveyed in a way that is clear, accurate, and easy to understand. Secondly, grammar helps individuals to understand the meaning of what others say or write. By recognizing the different parts of speech and the rules governing their use, individuals can interpret sentences and understand how words and phrases are used to convey meaning. This is particularly important when communicating in a second language, as grammar can help individuals understand unfamiliar words and expressions. Finally, a good understanding of grammar can improve an individual's writing skills. By using proper grammar, individuals can write clear, concise, and effective sentences conveying their intended message. This is particularly important in academic or professional settings where clear and accurate writing is essential.

In summary, a good understanding of grammar is essential for effective communication. It allows individuals to express themselves clearly and accurately, understand the meaning of what others say or write, and improve their writing skills. Grammar can be learned through various means, such as studying grammar rules, practicing with exercises and examples, and using feedback from native speakers or language instructors.

d. Punctuation

Punctuation refers to the use of marks and symbols to clarify the meaning and structure of sentences. Punctuation refers to using marks and symbols, such as periods, commas, semicolons, and dashes, to clarify the meaning and structure of sentences. Punctuation helps convey a sentence's intended meaning by indicating where pauses, emphasis, or breaks should occur. It also helps to clarify the relationships between different parts of a sentence, such as clauses or phrases. For example, consider the following sentence without any punctuation: "Let's eat, Grandma."

Now, consider the same sentence with punctuation:

"Let's eat, Grandma."

By adding a comma, the meaning of the sentence changes completely. For example, without the comma, the sentence could be interpreted as a suggestion to eat Grandma, whereas with the comma, the sentence becomes an invitation to eat with Grandma. In addition to clarifying meaning, punctuation can also enhance the style and tone of a piece of writing. For instance, using colons and semicolons can add a sense of formality and structure to a sentence. In contrast, exclamation marks or question marks can convey strong emotions or indicate a sense of urgency. Overall, punctuation plays a crucial role in written communication by helping to clarify meaning, structure, and tone.

Punctuation refers to the use of marks and symbols, such as commas, periods, and quotation marks, to clarify the meaning and structure of sentences. Punctuation marks are used to indicate pauses, intonation, and other aspects of spoken language that are important for conveying meaning. They are also used to indicate the structure and organization of written language, such as separating clauses in a sentence or

indicating the end of a sentence. For example, consider the following sentence: "Let's go, Friends!" This sentence can be interpreted in two different ways depending on whether or not there is a comma after "go". Without the comma, the sentence would be interpreted as a command to friends to go. With the comma, the sentence becomes a suggestion to go together with friends

Understanding and using punctuation correctly is important for effective communication, as it can help to avoid misunderstandings and clarify the intended meaning of written language. Punctuation rules can vary across languages and writing styles, so it is important to learn and use the appropriate punctuation conventions for a particular context.

e. Spelling

Spelling refers to the correct arrangement of letters to represent words. Spelling refers to the correct arrangement of letters to represent words in a written or printed form. Spelling is an important aspect of language, as it allows us to convey meaning through written language and to communicate effectively in written form. Correct spelling is necessary for producing clear and professional-looking written materials, such as emails, letters, reports, and other types of documents.

Correct spelling requires a good understanding of the phonemes (sounds) of a language, as well as the rules for combining letters to represent those sounds. In many languages, spelling can be challenging because of irregularities and exceptions to the rules. However, with practice and familiarity with the language, correct spelling can be mastered. Spelling can be improved through various means, such as reading widely, practicing writing and spelling exercises, using spelling and grammar checkers, and getting feedback from others.

f. Capitalization

Capitalization refers to the use of uppercase letters to distinguish proper nouns and the beginning of sentences. Capitalization refers to the use of uppercase letters to distinguish proper nouns and the beginning of sentences. In English, proper nouns, which are the names of specific people, places, organizations, and things, are usually capitalized. For example, "John Smith", "New York City", and "Apple Inc." are all proper nouns that require capitalization.

The first letter of the first word of a sentence is also typically capitalized, along with the first letter of any proper nouns that appear in the sentence.

Proper capitalization is important for clarity and readability in written language. It helps to distinguish between different types of words and to convey meaning more accurately. In addition, consistent use of capitalization conventions can help to make written materials look more professional and polished.

Rules for capitalization can vary across languages and writing styles, so it is important to learn and use the appropriate capitalization conventions for a particular context. Learning a language should ideally involve both oral and written forms of the language, as they are both important aspects of communication in any language.

3. Non-Verbal Communication

Nonverbal communication refers to the use of body language, facial expressions, gestures, eye contact, tone of voice, and other non-verbal cues to convey information or emotions. It can be intentional or unintentional, and it often accompanies spoken language. Nonverbal communication can convey a wide range of information, including emotions, attitudes, intentions, and social status. It is an important aspect of interpersonal communication and can affect how messages are interpreted and received by others.

Examples of nonverbal communication include smiling, frowning, nodding, shaking hands, leaning forward or backward, crossing arms, and making eye contact. Those are all examples of nonverbal communication. Here are some additional examples:

a. Facial expressions

Facial expressions are expressions which are in the forms of raised eyebrows, furrowed brows, a raised smile, or a frown can convey a lot of meaning. Facial expressions are a very important aspect of nonverbal communication. They can convey a wide range of emotions and attitudes, such as happiness, sadness, surprise, anger, disgust, and more. Here are some examples of how different facial expressions can convey different meanings:

- 1) A raised eyebrow can convey skepticism or surprise.
- 2) A furrowed brow can convey confusion or concern.
- 3) A raised smile can convey happiness or approval.
- 4) A frown can convey disapproval or sadness.
- 5) Tightened lips can convey anger or determination.
- 6) A blank or neutral expression can convey boredom or disinterest.

It is important to note that facial expressions can vary based on cultural and individual differences, so it's important to pay attention to context and other nonverbal cues when interpreting them. Facial expressions are important to nonverbal communication and can convey various emotions, attitudes, and intentions. However, it is important to recognize that facial expressions can vary based on cultural and individual differences. Therefore, paying attention to context and other nonverbal cues when interpreting them is also important.

Different cultures may have different norms and expectations regarding facial expressions, such as the degree to which emotions are expressed or the

appropriateness of certain expressions in different situations. For example, a smile may be interpreted as a sign of happiness or friendliness in many cultures, but in some cultures, it may be seen as a sign of insincerity or disrespect.

Individual differences can also play a role in facial expressions, as some people may have more expressive faces than others or express emotions differently. For example, one person may furrow their brow to show concentration or confusion, while another may raise their eyebrows.

To accurately interpret facial expressions, it is important to consider the context in which they occur and other nonverbal cues such as body language and tone of voice. By taking into account these additional cues, we can better understand the meaning and intention behind someone's facial expressions and avoid misinterpreting them based on cultural or individual differences.

b. Posture

Standing up straight can convey confidence, while slouching can convey a lack of interest or energy. Standing up straight is often associated with confidence, while slouching can be interpreted as a lack of interest or energy. When someone stands up straight, they appear taller and more alert, which can convey a sense of self-assurance and authority. Conversely, slouching can make a person appear smaller and less engaged, which can be perceived as a lack of confidence or enthusiasm.

In addition to the perception of others, there are also physical and psychological benefits to maintaining good posture. Standing up straight can improve breathing and circulation, reduce stress on the spine and joints, and increase energy levels. It can also boost mood and self-esteem, as it can help to project a positive self-image. Overall, standing up straight is a simple but

effective way to communicate confidence and energy, while also promoting physical and psychological well-being.

c. Touch

A pat on the back or a hug can convey warmth or congratulations, while a firm handshake can convey confidence.

The physical touch such as a pat on the back or a hug can convey warmth or congratulations, while a firm handshake can convey confidence. These physical gestures can communicate emotions and attitudes that may be difficult to express through words alone.

A pat on the back or a hug can indicate affection, congratulation, or support. These gestures can be used to express approval, encouragement, or sympathy in various social situations, such as after a success, during a difficult time, or as a greeting between friends.

A firm handshake is often associated with confidence, competence, and professionalism. It can convey a sense of trust and respect, and can be used to establish a connection or rapport with others, such as during a job interview, a business meeting, or a social introduction.

However, it is important to be aware of cultural differences and personal preferences when it comes to physical touch. Some people may be uncomfortable with certain types of touch or may prefer to express themselves in other ways. It is important to respect others' boundaries and to communicate effectively in a way that is respectful and appropriate for the situation.

d. Proximity

A standing close to someone can convey intimacy or aggression, while standing far away can convey disinterest or a desire for space.

The physical distance between people can convey important information about their relationship, emotions,

and intentions. Standing close to someone can communicate intimacy, friendliness, or aggression, depending on the context and the nature of the relationship. For example, standing close to a romantic partner or a close friend can indicate affection or intimacy, while standing close to someone in a confrontational situation can indicate aggression or dominance.

On the other hand, standing far away from someone can communicate disinterest, discomfort, or a desire for space. This may be appropriate in certain social situations, such as in a crowded area or when interacting with strangers or acquaintances. In other situations, such as during a conversation with a friend or a family member, standing too far away can indicate a lack of interest or engagement.

It is important to note that cultural differences can also influence the acceptable distance between people in different social situations. For example, some cultures may have different norms for personal space or may be more comfortable with physical contact than others. It is important to be aware of these cultural differences and to respect the preferences and boundaries of others.

e. Tone of voice

The way we speak can convey emotions such as enthusiasm, anger, or sadness.

The way we speak, including our tone of voice, pitch, volume, and rhythm, can convey a wide range of emotions, attitudes, and intentions. For example, a high-pitched, rapid speech pattern can convey excitement or nervousness, while a slow, monotone voice can indicate boredom or disinterest.

Other emotions that can be conveyed through speech include anger, sadness, happiness, surprise, fear, and sarcasm, among others. These emotions can be expressed through changes in tone, volume, or rhythm,

as well as through the choice of words and the overall style of speech.

In addition to conveying emotions, the way we speak can also influence how our message is received and interpreted by others. For example, a confident and assertive tone can convey authority and credibility, while a hesitant or timid tone can convey uncertainty and doubt.

Overall, the way we speak is an important aspect of communication that can convey emotions, attitudes, and intentions, and can impact how our message is received and interpreted by others.

f. Silence

The absence of speech or other sounds can convey tension, awkwardness, or other emotions.

Silence or the absence of speech and other sounds can also convey important information and emotions. In certain social situations, such as during a disagreement or when something awkward happens, silence can indicate tension, discomfort, or a desire to avoid confrontation. Similarly, a long pause during a conversation can indicate uncertainty, hesitation, or an effort to gather one's thoughts.

On the other hand, silence can also be used to convey relaxation, calmness, or intimacy. For example, in a peaceful natural setting, the absence of noise can create a sense of tranquility and serenity. Similarly, in a romantic setting, a comfortable silence between two people can indicate intimacy and connection.

The use of silence can vary across different cultures and social contexts. In some cultures, silence may be seen as a sign of respect or contemplation, while in others, it may be seen as a lack of engagement or disinterest. It is important to be aware of these cultural differences and to use silence in a way that is appropriate and respectful for the situation.

g. Simile

A smile can indicate happiness or friendliness, while a frown can indicate displeasure or sadness. A smile is often associated with happiness, joy, and friendliness. When we smile, we activate muscles around our mouth and eyes, which can create a sense of warmth and approachability. A genuine smile can also convey confidence and a sense of ease in social situations.

On the other hand, a frown is often associated with displeasure, sadness, or frustration. When we frown, we activate muscles around our forehead and mouth, which can create a sense of tension and discomfort. A deep frown can also indicate anger or disappointment.

Other facial expressions, such as raised eyebrows, squinting, or pursing lips, can also convey different emotions or attitudes. For example, raised eyebrows can indicate surprise or confusion, while squinting can indicate skepticism or disapproval.

It is important to be aware of the cultural differences in facial expressions and to use them appropriately in different social situations. Some cultures may use different facial expressions to convey emotions or may interpret certain expressions differently. Overall, facial expressions are an important aspect of nonverbal communication that can convey important information about a person's emotions and attitudes.

h. Eye contact

Eye contact can convey confidence, interest, or sincerity, while avoiding eye contact can suggest shyness, dishonesty, or lack of interest.

Eye contact is a crucial aspect of nonverbal communication that can convey a wide range of emotions, attitudes, and intentions. Making eye contact with someone can indicate confidence, interest, and sincerity. It can also convey respect and engagement in

social situations, such as during a conversation or a job interview.

Avoiding eye contact, on the other hand, can suggest shyness, nervousness, or lack of confidence. It can also convey a sense of dishonesty or lack of interest in the conversation or the person. In certain cultures, avoiding eye contact may be a sign of respect or deference, but in most Western cultures, it is generally expected that people make eye contact during social interactions.

It is important to note that cultural differences can also influence the use of eye contact in different social situations. For example, some cultures may have different norms for eye contact between people of different genders or social status. It is important to be aware of these cultural differences and to use eye contact in a way that is appropriate and respectful for the situation.

Overall, eye contact is an important aspect of nonverbal communication that can convey confidence, interest, sincerity, and other emotions and attitudes, and can impact how our message is received and interpreted by others.

i. Tone of voice

The tone of voice can convey emotions such as excitement, anger, or sarcasm, while also indicating whether a statement is a question, a statement, or a command.

The tone of voice is an important aspect of nonverbal communication that can convey a wide range of emotions, attitudes, and intentions. The tone of voice can convey emotions such as excitement, anger, or sarcasm. For example, a high-pitched, enthusiastic tone can convey excitement, while a low-pitched, angry tone can convey frustration or anger. Similarly, a sarcastic tone can convey irony or insincerity.

The tone of voice can also indicate whether a statement is a question, a statement, or a command. For example, a rising tone at the end of a sentence can indicate a question, while a falling tone can indicate a statement or a command.

The pace and rhythm of speech can also convey important information about a person's emotions and attitudes. A fast-paced, rushed tone can indicate excitement or urgency, while a slow-paced tone can indicate sadness or contemplation.

It is important to be aware of the cultural differences in tone of voice and to use it appropriately in different social situations. For example, some cultures may have different norms for the use of tone of voice in expressing emotions or indicating social status. Overall, the tone of voice is an important aspect of nonverbal communication that can impact how our message is received and interpreted by others.

j. gestures

Gestures are bodily movements, often of the hands and arms, that convey meaning or information in communication. They can be used to emphasize or supplement spoken language, or to convey meaning when spoken language is not possible or appropriate.

In short, it can be concluded that: Oral language is essential for day-to-day communication, as it allows us to converse with others, express our thoughts and emotions, and interact socially. It is also important for developing listening and speaking skills, which are crucial for effective communication in many areas of life, such as in education, work, and social interactions. Written language, on the other hand, allows for more formalized communication, such as in academic writing, business communication, and other forms of written communication. It also allows us to access and

understand information through reading, which is an essential part of learning and education.

Learning a language should involve developing skills in both oral and written forms of the language, as they complement each other and are both necessary for effective communication in any language. This can involve practicing speaking and listening skills through conversations and language classes, as well as reading and writing skills through reading books, writing essays, and other forms of written communication.

C. How is a language acquired?

Us consider the Language acquisition. It is the process by which humans learn a language, starting from infancy. Language acquisition is the process by which humans learn to understand and use language. The process typically begins in infancy and continues throughout childhood and adolescence. While the exact steps of language acquisition can vary from person to person, there are some general stages that most children go through as they learn to speak their first language. These stages include:

1. Babbling

The first step of language acquisition is 'babbling'. In the first few of life, infants produce a variety of sounds, such as coos, gurgles, and babbles, that are not yet specific to any language. Babbling is a pre-linguistic stage of language development in infants, typically occurring between 6 to 10 months of age. During this stage, infants make repetitive and random sounds, such as "ba-ba-ba," "ma-ma-ma," and "da-da-da." These sounds are often produced without any apparent meaning or intention to communicate.

Babbling is considered an important precursor to language acquisition because it allows infants to practice the motor skills necessary for speech production, and to experiment with the sounds and rhythms of language. Through babbling, infants gradually learn to produce a

range of sounds that correspond to the phonemes (individual speech sounds) of their native language. Research has shown that the babbling stage is an important milestone in language development, and that infants who babble more are more likely to develop language skills at a faster rate than those who do not. Additionally, the quality and quantity of parental response to a baby's babbling has been linked to their language development.

2. One-word stage

The one-word stage, also known as the holophrastic stage, is a phase in language development when children begin to use individual words to communicate. This stage typically occurs between the ages of 12 and 18 months, and it marks an important milestone in language acquisition. During the one-word stage, children use single words to convey meaning, such as "mama," "dada," "juice," or "doggy." While these words may seem simple, they often carry a lot of meaning and can be used in a variety of contexts. For example, a child may use the word "juice" to request a drink, or to express excitement upon seeing a juice box.

At this stage, children are still developing their understanding of grammar and syntax, so their use of words may be simplified or incomplete. However, they are able to use tone, context, and gesture to convey their intended meaning. They are also beginning to understand the connection between words and the objects or concepts they represent.

The one-word stage is a critical period in language development, as it marks the transition from preverbal communication to the use of individual words. It is also an important time for parents and caregivers to support language development by providing opportunities for children to hear and use words in a variety of contexts.

3. Two-word stage

two-word stage, also known as the telegraphic stage, is a phase in language development when children begin to combine two words together to form simple phrases. This stage typically occurs between the ages of 18 and 24 months, and it is an important milestone in the development of language skills. During the two-word stage, children begin to use two words together to express more complex ideas, such as "want milk," "go bye-bye," or "big ball." These phrases may still be simplified and may not follow conventional grammar rules, but they are beginning to demonstrate an understanding of sentence structure and the relationship between words. At this stage, children are also expanding their vocabulary and may be able to recognize and name more objects and concepts in their environment. They may also begin to use pronouns, such as "I," "you," or "me," to refer to themselves and others.

The two-word stage is an important period in language development, as it marks the beginning of more complex sentence formation and the use of basic grammar rules. It is also a time when children are beginning to express their thoughts and ideas more clearly, which can support their overall cognitive and social-emotional development.

Parents and caregivers can support language development during this stage by continuing to provide opportunities for children to hear and use language in a variety of contexts, and by encouraging them to express their thoughts and ideas through simple phrases and sentences.

4. Telegraphic speech

Telegraphic speech is a stage of language development that occurs during the two-word stage, typically between the ages of 18 and 24 months. During this stage, children begin to form simple phrases using two or

three words, but the phrases may lack function words and other grammatical markers.

The term "telegraphic speech" comes from the idea that the language used by children at this stage is similar to the abbreviated and simplified messages that were once sent via telegraph. For example, a child might say "Daddy go car" instead of "Daddy is going to the car." The child has eliminated articles, prepositions, and auxiliary verbs, which are not essential to conveying the basic message.

Despite the lack of function words and other grammatical markers, telegraphic speech can still convey meaning effectively. Children at this stage often rely on intonation, gesture, and context to convey their intended message. For example, the phrase "Mommy cookie" might be a request for a cookie, or a statement that Mommy has a cookie.

The use of telegraphic speech is a normal and expected part of language development, and most children progress beyond this stage as their language skills continue to develop. However, parents and caregivers can support language development by modeling more complex language and providing opportunities for children to hear and use a variety of words and phrases.

Around 2 to 3 years of age, children begin to use more complex sentences, but they may leave out function words and use only the most essential words to convey meaning, such as "Me want cookie" instead of "I want a cookie."

5. Mastery of grammar

Between 3 and 5 years of age, children become more proficient at using grammar rules and producing more complex sentences. Mastery of grammar is a crucial stage in language acquisition, as it allows individuals to communicate effectively with others and to express complex ideas and concepts. However, the exact timing and sequence of grammar development can vary widely depending on

individual factors such as exposure to language, cognitive abilities, and environmental factors.

In general, the mastery of grammar is a gradual and ongoing process that continues throughout childhood and adolescence, and even into adulthood. Children typically begin to master basic grammatical rules such as subject-verb agreement, tense, and word order during the preschool years, and they continue to develop more complex grammatical structures throughout elementary and secondary school. The acquisition of grammar is influenced by a variety of factors, including exposure to language, cognitive development, and social interactions. Children who are exposed to a rich and varied language environment, with ample opportunities to hear and use language in a variety of contexts, are more likely to develop strong grammar skills. Children who have a good memory, strong attentional abilities, and well-developed executive function skills may also be better able to acquire and use complex grammatical structures.

Parents and caregivers can support the development of grammar skills by providing opportunities for children to hear and use language in a variety of contexts, and by modeling correct grammar usage. Additionally, educators can support the development of grammar skills by providing explicit instruction in grammar rules and offering opportunities for practice and feedback.

Throughout these stages, children learn language by hearing and imitating the language spoken around them, as well as receiving feedback from caregivers and others who correct their language errors and provide models for correct language use. Children also learn to associate specific words and phrases with particular objects, actions, and situations, and they begin to understand the meanings of words and how to use them to express their own thoughts and feelings.

Overall, language acquisition is a complex and gradual process that involves both biological and environmental factors. While humans may have some innate capacity for language learning, the specific language(s) that an individual learns is determined by the language(s) spoken in their environment and the opportunities for language input and practice.

There are several theories and approaches to language acquisition, but one of the most well-known is the behaviorist theory, which proposes that language is acquired through conditioning and reinforcement. According to this theory, babies are born with a blank slate, and they gradually learn to associate sounds and gestures with meanings through repetition and reward. For example, when a baby says "mama" and their mother responds positively, the baby learns that "mama" is a word that gets them attention and affection. However, more recent research in linguistics and cognitive psychology has challenged the behaviorist theory and proposed that language acquisition is a more complex and innate process. The nativist theory, proposed by linguist Noam Chomsky, suggests that humans have an innate capacity for language, which is triggered by exposure to language during critical periods in development.

This theory posits that the human brain is pre-programmed with a universal grammar, a set of rules and structures that underlie all human languages. When babies are exposed to language, they unconsciously use this grammar to make sense of the sounds and structures they hear, and gradually develop their own language skills.

Other theories of language acquisition include the social interactionist theory, which emphasizes the role of social interaction and communication in language development, and the usage-based theory, which proposes that language acquisition is driven by exposure to meaningful and communicative language use.

D. How is a language learned?

Language is learned through a combination of exposure to language and active engagement in language use. The process of language learning involves several stages, from initial exposure to a language to developing more advanced language skills. The first stage of language learning is typically passive exposure to the language through listening and observation. This exposure can occur through social interactions with caregivers, exposure to media such as television and books, or through language classes.

As learners become more familiar with the language, they begin to actively engage in language use, starting with simple words and phrases and gradually building up to more complex sentences and discourse. This active engagement may involve speaking with others, writing, reading, or using technology-based language learning tools.

Language learning is also influenced by factors such as motivation, aptitude, and learning environment. Motivation is a key factor in language learning, as learners who are motivated to learn a language are more likely to invest time and effort in the learning process. Aptitude, or natural ability, can also play a role in language learning success.

Finally, the learning environment can also influence language learning outcomes. Learners who have access to high-quality language instruction and opportunities for immersion in the language are more likely to develop strong language skills

Learning a language involves acquiring proficiency in all of these subsystems and learning the rules and conventions for using language in different contexts and social situations. For example, to have a conversation with someone, we need to understand and use the appropriate grammar, vocabulary, and pronunciation for the language we are speaking. We also need to understand the cultural and social norms for communication, such as when it is appropriate to use formal or informal language, how to address people of different ages or social

statuses, and how to interpret nonverbal cues such as body language and tone of voice.

Learning a language is intended to master the language through language skills. There are four basic language skills. These four basic language skills are listening, speaking, reading, and writing. These language skills are interdependent and complement each other, and they are essential for effective communication in any language. Listening involves the ability to comprehend spoken language and understand its meaning. This skill is important for effective social, academic, and professional communication. Speaking involves the ability to produce language and communicate effectively with others. This skill is important for expressing oneself, asking questions, and participating in conversations. Reading involves the ability to comprehend written language and understand its meaning. This skill is important for academic and professional success, as well as for personal enjoyment and learning. Finally, writing involves producing written language and communicating effectively through written text. This skill is important for academic and professional communication, as well as for personal expression and creativity.

The primary goal of learning a language is to develop the ability to communicate effectively in that language through various language skills such as speaking, listening, reading, and writing. To truly master a language, it is important to develop a deep understanding of the language's grammar, vocabulary, and syntax, as well as to be able to use the language in various contexts and situations. This involves learning the rules and structure of the language and developing a sense of fluency and comfort with the language through practice and exposure. Ultimately, the goal of mastering a language is to use it in real-life situations, whether for personal, academic, or professional purposes. Communicating effectively in a foreign language can open up many personal and professional doors and opportunities and enrich one's understanding of other cultures and perspectives.

Learning a language is a necessary step to speaking it, and this also applies to English. To speak English fluently, individuals must acquire various language skills, including vocabulary, grammar, pronunciation, and communication strategies. This requires a deliberate effort to study and practice the language and exposure to authentic materials and situations where English is used. Through consistent and intentional learning, individuals can develop their English language skills and become proficient speakers.

To speak a language fluently, individuals need to acquire a range of language skills, including vocabulary, grammar, pronunciation, listening comprehension, speaking fluency, reading comprehension, and writing proficiency.

Knowing a wide range of words and their meanings is important for effective communication. Vocabulary can be built through reading, listening, and speaking activities. Understanding the rules that govern the structure of sentences and how words are used in a language is essential for clear communication. Grammar can be learned through textbooks, exercises, and practice. Being able to pronounce words correctly is important for being understood. Pronunciation can be improved through listening to and imitating native speakers, as well as practicing with a teacher or language exchange partner.

Understanding spoken language is crucial for effective communication. Listening skills can be developed through exposure to authentic materials such as movies, TV shows, and podcasts. Speaking without hesitation or difficulty is a key goal of language learning. Speaking fluency can be improved through regular practice with a teacher or language exchange partner and exposure to authentic speaking situations. Reading and understanding written language are important for academic and professional success. Reading skills can be developed through exposure to various texts, such as newspapers, books, and articles. Writing clearly and accurately in a language is important for academic and professional

communication. Writing skills can be developed through writing exercises, feedback from a teacher, and exposure to a range of written texts.

In short, learning a language involves learning the language and learning problems (socio-cultural, psychological, and cognitive) faced by learners in the language learning process. Learning a language involves acquiring knowledge and dealing with various socio-cultural, psychological, and cognitive factors affecting language learning.

Socio-cultural factors include cultural differences, social norms, and expectations regarding language use, which can influence how language learners engage with the language and interact with native speakers. For example, learners may need to be more familiar with the culture or social context in which the language is used to understand the nuances of idiomatic expressions or the use of informal language.

Psychological factors such as motivation, anxiety, and self-efficacy can also play a significant role in language learning. For example, learners who are highly motivated and confident in their ability to learn a language may have an easier time mastering its components and overcoming difficulties. In contrast, learners who experience high levels of anxiety or self-doubt may struggle more with the language learning process.

Cognitive factors refer to the mental processes involved in language learning, such as memory, attention, and perception. For instance, learners who have a good working memory may find it easier to retain new vocabulary or syntax rules. In contrast, those with difficulty with attention may struggle to focus on and process new information.

In order to be successful language learners, individuals need to not only master the language itself but also understand and address the range of socio-cultural, psychological, and cognitive factors that can impact the language learning process. Effective language learning strategies involve developing language skills and cultural and intercultural competence,

building self-awareness and confidence, and adapting to individual learning styles and needs.

English language learning and teaching are both important aspects of language education. English is one of the most widely spoken languages in the world, and it is the international language of business, science, and technology. Therefore, learning English is essential for many people, whether they want to improve their career prospects, study in an English-speaking country, or communicate with people from different parts of the world.

English language teaching involves instructing students in the various components of the English language, including grammar, vocabulary, pronunciation, and writing. Teachers use various techniques to engage students and help them develop their language skills, including lectures, discussions, interactive activities, and multimedia resources. English language teaching can occur in various settings, including schools, universities, language centers, and online.

There are several English languages teaching methods, including the communicative approach, task-based learning, and the grammar-translation method. The communicative approach emphasizes the importance of communication in language learning and encourages students to use English in real-life situations. Task-based learning involves teaching English through real-life tasks, such as ordering food in a restaurant or giving directions. Finally, the grammar-translation method focuses on teaching grammar rules and translating sentences from one language to another.

On the other hand, English language learning involves acquiring language skills as a non-native speaker. It can involve learning English as a second language (ESL) or as a foreign language (EFL). ESL is typically used to describe English language learning in countries where English is a primary language. In contrast, EFL describes language learning in countries where English is not a primary language.

English language learning can be challenging, especially for beginners struggling with basic grammar and vocabulary. However, anyone can learn English with consistent practice and the right resources. Many resources are available for English language learners, including textbooks, online courses, language exchange programs, and language learning apps.

1. Linguistic Problems

English language learners can encounter some linguistic problems when learning the language, including:

a. English language has many sounds

Phonetics and phonology are two subfields of linguistics that focus on the study of speech sounds. While both fields are concerned with the sounds of language, they approach the topic from different angles. Phonetics is the study of the physical properties of speech sounds, such as their production, transmission, and perception. It is concerned with the articulation and acoustic properties of sounds, including their place and manner of articulation, voicing, and duration.

Phonetics uses specialized symbols called phonetic symbols to represent sounds and describe their properties. There are three main branches of phonetics: articulatory phonetics, which studies how speech sounds are produced by the vocal tract; acoustic phonetics, which studies the physical properties of speech sounds as sound waves; and auditory phonetics, which studies how speech sounds are perceived by the ear and processed by the brain.

Phonology, on the other hand, is the study of the abstract sound system of a language, including the patterns and rules that govern the distribution of sounds and the relationships between them. It is concerned with the mental representation of speech sounds, rather than their physical properties. Phonology analyzes the phonemes, or the smallest units of sound in a language, and the rules that determine how they can be combined

to form words and utterances. For example, in English, the sounds /p/ and /b/ are separate phonemes, as they can distinguish between words, such as "pat" and "bat." Phonology also studies prosody, which includes the patterns of stress, intonation, and rhythm in speech.

In summary, phonetics and phonology work together to provide a comprehensive understanding of speech sounds. Phonetics focuses on the physical properties of speech sounds, while phonology analyzes the abstract sound system of a language. Both fields are crucial for understanding how speech sounds are produced, perceived, and organized in human languages.

English has many sounds that may not exist in a learner's native language, making it challenging to produce accurate pronunciation. The absence of phonemes in English as the target language may cause an interference phenomenon. When a speaker's native language has phonemes that do not exist in the target language, they may have difficulty producing or perceiving the sounds of the target language.

For example, in English, the "th" sound (as in "think" or "bath") does not exist in many other languages. Speakers of those languages may therefore have difficulty producing the "th" sound correctly when speaking English or cannot distinguish between the "th" sound and other similar sounds in English. In addition, when a speaker's native language has a sound similar to a sound in the target language but not the same, it can also cause interference. This linguistic problem, e.g., phonological problems, will be discussed from the perspective of phonological interference.

2. English has a complex grammatical system

English has a relatively complex grammatical system compared to some other languages, particularly those that have simpler morphological structures. Here are some

examples of the grammatical complexity of English. English has a relatively complex system of verb tense and aspect, which is used to indicate when an action took place and how it was completed. For example, English has twelve basic tenses, including the present, past, and future tenses, as well as various forms of the perfect and progressive aspect.

In English, nouns can be pluralized in several ways, depending on the specific noun and its phonetic and orthographic properties. The most common way to form a plural in English is to add -s or -es to the end of the noun, but there are many exceptions and irregularities that must be learned. English has a system of pronoun cases, which are used to indicate the role of the pronoun in the sentence. For example, English has subject pronouns (I, you, he, she, it, we, they) and object pronouns (me, you, him, her, it, us, them). English has a system of modal verbs, which are used to indicate modality, or the speaker's attitude toward the proposition being expressed. Modal verbs include can, could, may, might, must, shall, should, will, and would, among others.

English allows for complex sentence structures, including subordinate clauses, relative clauses, and adverbial clauses. These structures can be used to create complex sentences with multiple layers of meaning. English has a complex grammatical system including verb tenses, modal verbs, and phrasal verbs, which can be difficult to learn and apply correctly. One of the most challenging aspects of English grammar is its verb system. English verbs have multiple tenses, including past, present, and future, as well as continuous and perfect forms. Additionally, English uses modal verbs, such as "can," "may," "should," and "must," which have different meanings and uses depending on the context.

Another challenging aspect of English grammar is phrasal verbs. These are verbs that consist of a main verb and one or more particles, such as "turn off," "put up with,"

or "look forward to." Phrasal verbs can be confusing because the meaning of the verb can change depending on the particle used. In addition to these grammar complexities, English also has a large vocabulary with many idiomatic expressions, slang words, and regional variations. All of these factors can make it difficult for non-native speakers to master English grammar and usage. However, with practice and patience, it is possible to improve one's English language skills.

3. English has a vast vocabulary

English has a vast vocabulary with many words having multiple meanings, idiomatic expressions, and slang, which can confuse learners. English does have a vast vocabulary with many words having multiple meanings, idiomatic expressions, and slang that can be challenging for learners to understand. English is a rich and diverse language that has borrowed words from many other languages throughout history. As a result, there are often multiple words or phrases that can be used to express the same idea, and these words can have different connotations depending on the context in which they are used.

Idiomatic expressions, such as "break a leg" or "kick the bucket," can also be challenging for learners to understand because they often have meanings that are different from the literal meanings of the individual words. Slang can be even more difficult to understand because it can vary widely between different regions and social groups and often changes rapidly over time.

However, it is important to note that idioms and slang are not necessary for effective communication in English. Clear and concise language is often more effective in communicating ideas, and learners can gradually incorporate more complex expressions into their speech and writing as they become more comfortable with the language. Additionally, exposure to authentic English language

materials such as books, TV shows, and movies can help learners to understand and use idioms and slang in context.

4. English has many irregular spellings and exceptions to spelling rules

English has many irregular spellings and exceptions to spelling rules, which can be challenging for learners to master. English spelling can be challenging for learners because it has many irregular spellings and exceptions to spelling rules. One of the reasons for this is that English has borrowed words from many other languages throughout its history, and as a result, it has retained spellings that reflect the pronunciation of the original words in their original languages. Additionally, English spelling has changed over time, and many spellings that were once regular have become irregular over time. For example, the word "through" is spelled with a "gh" even though the "gh" is not pronounced, and the word "colonel" is pronounced with a silent "l." There are also many words with irregular plurals, such as "child" (children) and "mouse" (mice).

Despite these irregularities, there are some general spelling that can be helpful to learners, such as the rules for adding suffixes to words, the "i before e except after c" rule, and the rules for doubling consonants when adding suffixes to words.

To master English spelling, learners need to practice regularly and pay close attention to the spelling of words as they encounter them in reading and writing. They can also use tools such as spell-checkers and dictionaries to help them identify and correct spelling errors. With time and practice, learners can develop a strong understanding of English spelling and improve their overall proficiency in the language.

5. English has a complex sentence structure.

English has a complex sentence structure, including word order and subject-verb agreement, which can be difficult to learn and apply. English does have a complex

sentence structure that can be challenging for learners to learn and apply correctly. One of the most fundamental aspects of English sentence structure is word order. In a basic English sentence, the subject typically comes before the verb, and the object follows the verb. However, this word order can change depending on the emphasis or information structure of the sentence.

English also has strict rules for subject-verb agreement. In a simple sentence, the verb must agree with the subject in number and person. For example, in the sentence "She walks to the store," the singular subject "she" requires the singular verb "walks." In more complex sentences, subject-verb agreement can be more challenging, especially when dealing with compound subjects or subjects separated from the verb by long phrases or clauses.

Additionally, English has many complex sentence structures, including compound and complex sentences, which can be challenging to learn and use correctly. In compound sentences, two or more independent clauses are joined by coordinating conjunctions such as "and" or "but." In complex sentences, an independent clause is joined by one or more dependent clauses, which may require different word order or verb agreement.

To master English sentence structure, learners need to practice regularly and pay close attention to the structure of sentences as they encounter them in reading and writing. They can also study English grammar rules and seek feedback from native speakers or experienced language instructors to identify and correct errors in their sentence structure.

6. English has many colloquial expressions and regional variations

English has many colloquial expressions and regional variations, which can be difficult for learners to understand and use appropriately. English has many colloquial

expressions and regional variations that can be challenging for learners to understand and use appropriately.

Colloquial expressions are informal words or phrases that are used in everyday conversation but may not be appropriate in more formal situations. These expressions often have figurative meanings that are different from their literal meanings, and they can vary widely between different regions and social groups. Regional variations in English include differences in pronunciation, vocabulary, and grammar that are specific to different regions or countries where English is spoken. For example, British English and American English have many differences in vocabulary and spelling, and there are also regional variations within countries such as the United States, where different regions have their own distinct accents and colloquialisms.

To understand and use colloquial expressions and regional variations appropriately, learners need to expose themselves to a wide range of English language materials, including books, TV shows, movies, and podcasts. They can also seek out conversations with native speakers from different regions to learn about regional variations in vocabulary, grammar, and pronunciation. Additionally, learners can use online resources such as dictionaries and forums to research specific colloquial expressions and seek feedback on their use of them. With practice and exposure, learners can develop a deeper understanding of English language variations and use them more confidently in their own speech and writing.

7. English language learners may need to be more familiar with cultural references commonly used

English language learners may need to be more familiar with cultural references commonly used, which can lead to misunderstandings and confusion. English language learners may need to be more familiar with cultural references that are commonly used in the language, which can lead to misunderstandings and confusion. Cultural

references are expressions, idioms, or symbols that are specific to a particular culture or subculture and are often used in everyday communication. These references may include historical events, popular media, religious or political symbols, and cultural traditions.

For learners who are not familiar with these cultural references, it can be challenging to understand the meaning of a conversation or text that uses them. This can lead to confusion or misunderstandings, particularly in informal or casual settings where cultural references are more commonly used.

To address this challenge, English language learners can improve their cultural awareness by exposing themselves to a wide range of cultural materials, such as literature, music, and film, that are representative of the language and culture they are studying. They can also engage in conversations with native speakers and ask for explanations or context when they encounter cultural references that are unfamiliar to them.

E. How is a language taught?

Language teaching is a complex process that involves a range of strategies and techniques to help learners acquire new language skills. The methods used in language teaching depend on various factors, such as the age and proficiency level of the learners, the goals of the language learning, and the learning context. There are some approaches in the language teaching.

1. The first is Communicative Language Teaching.

This approach emphasizes communication as the main goal of language learning. Learners are encouraged to use the language in realistic, everyday situations, with a focus on speaking and listening skills. Teachers provide learners with opportunities for interaction and feedback to help them develop their language skills.

2. The second is Task-Based Language Teaching.

This approach focuses on teaching language through the completion of specific tasks or activities. Learners are given real-life situations in which they need to use the language to solve a problem or achieve a goal. Teachers provide learners with the language resources they need to complete the task and give feedback on their language use.

3. The third is Grammar-Translation Method.

This approach focuses on the teaching of grammar rules and the translation of texts from the target language into the learners' native language. The focus is on accuracy and correctness, and there is less emphasis on communicative ability.

4. The fourth is Total Physical Response

The last but not least is Total Physical Response. This approach emphasizes the use of physical movement and gestures to help learners associate meaning with language. Learners respond physically to language prompts and gradually begin to produce language themselves. Language teaching can involve the use of textbooks, multimedia resources, and technology-based learning tools such as language learning apps and online language courses. In addition, language learning can also take place through immersion programs, where learners are exposed to the language and culture of a particular region or country.

It is also important for language instructors to be aware of the role that cultural references play in English language communication and to provide learners with guidance and support in developing cultural competence alongside language proficiency. By improving their cultural awareness, English language learners can better understand and appreciate the nuances of the language and communicate more effectively with native speakers.

1. Some challenges faced by the English teachers

English language teaching can face some challenges, including:

English language teachers often have students from different cultural and linguistic backgrounds. English language teachers often have students from different cultural and linguistic backgrounds, which can make it challenging to tailor lessons to meet the needs of all students. English language teachers often have students from different cultural and linguistic backgrounds, which can make it challenging to tailor lessons to meet the needs of all students. Each student comes to the classroom with unique experiences, learning styles, and linguistic backgrounds, and it is important for teachers to create a learning environment that is inclusive and responsive to these individual differences. To meet the needs of all students, teachers can use a variety of strategies and techniques, including.

2. The teachers should differentiate instruction

Teachers can use a variety of instructional strategies to meet the needs of different learners, such as using visual aids or hands-on activities to help students who learn best through hands-on experiences. Incorporating cultural elements: Teachers can incorporate cultural elements into their lessons to help students connect their own cultural backgrounds to the language they are learning. For example, teachers can use literature or media from different cultures, or encourage students to share their own stories and experiences.

3. The teachers should provide scaffolding support.

Can provide scaffolding support to help students who are struggling with the language. This might include providing additional examples or breaking down complex concepts into smaller, more manageable steps.

The teachers should encourage collaboration. Teachers can encourage students to work together and collaborate on language learning tasks. This can provide opportunities for students to learn from one another and to build on each other's strengths.

4. The teachers should provide feedback and support.

Teachers can provide ongoing feedback and support to help students track their progress and identify areas for improvement. This can include regular assessments, one-on-one conferences, or peer review activities.

By using these strategies and techniques, English language teachers can create a more inclusive and supportive learning environment that meets the needs of all students, regardless of their cultural or linguistic background.

5. In large classes

In many schools, English language classes can be large. In many schools, English language classes can be large, making it difficult for teachers to provide individualized attention to students. English language classes can be large, which can make it difficult for teachers to provide individualized attention to students. Large class sizes can create several challenges for English language teachers, including.

In large classes, it can be difficult for teachers to interact with each student individually, which can lead to students feeling neglected or overlooked. Teachers may have limited time to provide individual feedback on assignments or assessments, which can make it difficult for students to track their progress and identify areas for improvement. Students may be less engaged in large classes, particularly if they feel that they are not receiving individual attention or support.

To address these challenges, English language teachers can use a variety of strategies and techniques to create a more engaging and supportive learning environment. These might include. Teachers can create opportunities for students to work in small groups, which can facilitate interaction and collaboration. Teachers can encourage students to provide feedback and support to one another, such as through peer review activities. Teachers can

use technology to facilitate individualized learning, such as through online platforms that provide students with personalized feedback and support. Teachers can use differentiated instruction to meet the needs of different learners, such as by providing additional support or scaffolding to students who are struggling with the language. Teachers can use effective classroom management strategies to create a more inclusive and supportive learning environment, such as by setting clear expectations and providing positive reinforcement for student behavior.

By using these strategies and techniques, English language teachers can create a more engaging and supportive learning environment, even in large classes, and help students to achieve their language learning goals.

6. Access to the resources to effectively teach students

English language teachers may need access to the resources to effectively teach students. English language teachers may need access to the resources to effectively teach students, such as textbooks, technology, or training. English language teachers may need access to a range of resources to effectively teach students, such as textbooks, technology, or training. Effective teaching requires access to high-quality resources and materials that can support students' language learning goals. Some of the resources that English language teachers may need include.

Teachers need access to up-to-date textbooks and curriculum materials that are aligned with current language learning standards and provide a clear framework for instruction. Technology can be a valuable tool for language learning, and teachers may need access to computers, tablets, and other devices to support students' language development. This might include language learning software, online resources, or digital assessments.

Teachers need ongoing professional development and training to stay up-to-date with the latest research and best practices in language teaching. This might include

workshops, conferences, or online training programs. Teachers need a range of materials to support language learning in the classroom, such as visual aids, manipulatives, and other learning tools. Teachers may need support from other professionals, such as language specialists or instructional coaches, to help them meet the diverse needs of their students.

Access to these resources can be particularly important for English language teachers who work with students from diverse linguistic and cultural backgrounds, as they may require additional support and specialized resources to meet their learning needs. In addition to these resources, it is also important for English language teachers to have a supportive and collaborative school culture that values and supports language learning. By working together with colleagues, administrators, and other stakeholders, teachers can create a more effective and inclusive learning environment for their students.

7. A stronger command of the English language

In some cases, English language teachers may need a stronger command of the English language. English language teachers may need a stronger command of the English language, which can hinder their ability to teach students effectively. English language teachers play a critical role in helping students develop their language skills and achieve their learning goals. To do this effectively, teachers need to have a strong command of the English language themselves. If a teacher's command of English is weak, it can impact their ability to communicate effectively with their students, provide clear instructions, and provide feedback on students' work. This can lead to misunderstandings, frustration, and ultimately hinder students' language development.

To address this issue, English language teachers may need to take steps to improve their own language skills. This might include: (1) Ongoing professional development:

Teachers can participate in professional development programs and workshops that focus on language development and teaching strategies, (2) Language classes: Teachers can take English language classes or courses to improve their own language skills, (3) Language immersion programs: Teachers can participate in language immersion programs that provide intensive language instruction and practice, (4) Self-directed learning: Teachers can engage in self-directed learning activities, such as reading English language books and articles, listening to English language podcasts, and practicing their language skills through conversation.

By taking these steps to improve their own language skills, English language teachers can enhance their effectiveness in the classroom and provide a better learning experience for their students. Additionally, schools and educational institutions can support their English language teachers in this regard by providing access to resources and professional development opportunities that can help them improve their language skills.

8. Students may need more motivation to learn English

Students may need more motivation to learn English, making it difficult for teachers to engage them in the learning process. Motivation plays a critical role in language learning, as it can impact students' attitudes towards learning, their engagement in the learning process, and ultimately their language development.

In this relation, teachers can help students set clear language learning goals and provide regular feedback on their progress towards these goals. This can help students feel a sense of achievement and motivation as they see themselves making progress.

Teachers can use real-life examples and authentic materials to help students see the practical applications of language learning. This can help students understand the

relevance of the language to their own lives and motivate them to learn more.

Teachers can use technology to create engaging and interactive language learning experiences, such as language learning apps and games. These tools can help students stay motivated and engaged in the learning process.

Teachers can provide positive reinforcement to students when they make progress or achieve language learning milestones. This can help boost students' confidence and motivation to continue learning.

Teachers can create a supportive classroom environment that encourages students to take risks and learn from their mistakes. This can help students feel more comfortable and motivated to participate in the learning process.

By using these strategies, English language teachers can help motivate their students to learn English and create a more engaging and effective learning environment. Additionally, teachers can work with their students to understand their individual motivations for learning English and tailor their teaching strategies to meet these needs.

Societal attitudes toward English language learning can vary, and in some cultures

9. Societal attitudes toward English language learning

Societal attitudes toward English language learning can vary, and in some cultures, there may be a lack of recognition of the importance of English language proficiency. This can present challenges for English language learners, as well as their teachers and educational institutions.

In some cultures, there may be a lack of awareness or understanding of the importance of English language proficiency, which can lead to limited resources and support for language learning. This can include limited access to English language classes, a lack of English language materials and resources, and limited opportunities to

practice speaking and listening in English. Additionally, there may be societal attitudes that view English language proficiency as a less important skill than other areas of study, which can lead to a lack of motivation or interest in learning the language.

To address these challenges, English language teachers and educational institutions can work to raise awareness of the importance of English language proficiency and its practical applications in today's globalized world. This can involve partnering with community organizations and businesses to demonstrate the value of English language skills, providing opportunities for students to practice their language skills in real-life situations, and using technology and other resources to create engaging and interactive language learning experiences. Additionally, educators can work to tailor their teaching strategies to meet the unique cultural and linguistic backgrounds of their students, and to provide a supportive and inclusive learning environment that encourages all students to achieve their language learning goals.

By working together to raise awareness of the importance of English language proficiency and to provide resources and support for language learning, we can help ensure that all students have the opportunity to develop the language skills they need to succeed in today's globalized world.

10. English language teachers may need help testing and evaluating student progress

English language teachers may need help testing and evaluating student progress, especially when using standardized tests that may not accurately measure language proficiency or skills. English language teachers may need help testing and evaluating student progress, especially when using standardized tests that may not accurately measure language proficiency or skills. It can be challenging for teachers to accurately assess their students'

language abilities, as language proficiency is a complex and multifaceted skill that involves several different components, including speaking, listening, reading, and writing.

Standardized tests can provide some information about a student's language abilities, but they may not capture the full range of skills and knowledge that students need to succeed in real-life language situations. Additionally, these tests may not take into account the unique cultural and linguistic backgrounds of individual students, which can impact their language learning and performance.

By using the strategies and tools, English language teachers can more accurately assess their students' language abilities and tailor their teaching strategies to meet the needs of individual students. Additionally, teachers can work with their students to set clear language learning goals and provide regular feedback on progress towards these goals, which can help motivate students and improve their language skills over time.

11. With the increased use of online learning

With the increased use of online learning, English language teachers may need help to adapt to the virtual classroom and find ways to engage students in online learning environments. The increased use of online learning due to the COVID-19 pandemic has presented new challenges for English language teachers, who must adapt to teaching in virtual classrooms and find ways to engage students in online learning environments. To overcome these challenges, English language teachers may need help and support to develop new teaching strategies and adapt their existing teaching practices to the virtual classroom. Here are some strategies that English language teachers can use to engage students in online learning environments.

In this relation, teachers can use interactive and multimedia materials such as videos, audio clips, and

interactive quizzes to make their lessons more engaging and interactive; Teachers can use online platforms and tools such as discussion forums, group chats, and video conferencing to encourage collaboration and communication among students. This can help to create a sense of community and promote active learning; Teachers can provide students with timely feedback on their work and progress to help them stay motivated and engaged in their learning; Teachers can use online tools and resources to personalize learning for individual students based on their needs and interests. This can help to increase engagement and motivation; and Teachers can create a supportive learning environment by establishing clear expectations and guidelines for behavior, encouraging student participation and interaction, and providing regular opportunities for students to ask questions and receive feedback.

In addition to these strategies, English language teachers can also benefit from professional development opportunities that focus on effective online teaching strategies, instructional technology, and best practices for engaging students in virtual learning environments. Collaborating with other teachers and sharing experiences and resources can also be helpful in adapting to the virtual classroom and finding ways to engage students in online learning.

The last but not least, we hope that the book chapters, which has been composed of student works, will be of benefit to many parties.

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CHAPTER

1

LANGUAGE AND LINGUISTICS

Fatchul Mu'in

A. Introduction

Before starting to discuss a language, sometimes we are necessary to define it. In this relation, we may ask some questions such as: "What is a language?" or "What do you know about a language," or "What is meant by a language?" Someone's answer may be different from that of the other. For instance, he says: "Oh, it is what we use in communication," or the other says: "It is made up of sentences that convey meaning," or perhaps someone else says: "It is a means of communication." If those definitions are viewed from the study of language, they need to be more ones. Common people may define a language as a means of communication used by people with a common culture, history, or geographic location. They may describe a language as a system of words, phrases, and grammar rules that allow speakers to express themselves and convey meaning to others. They may also view language as a tool for connecting with others, building relationships, and preserving cultural identity and heritage. Additionally, some people may associate language with national identity or ethnicity and view it as expressing pride in their cultural heritage.

A language can be defined as a system of communication consisting of sounds, words, and grammar used by a particular community or nation to express ideas, thoughts, feelings, and experiences. Language allows us to convey information, express emotions, and connect with others. It is a key aspect of human

culture and plays a crucial role in shaping our perceptions and experiences of the world. Different languages may use different sounds, words, and grammar rules and may have different cultural and historical origins. Some languages, such as the Latin alphabet, Cyrillic script, or Chinese characters, may have different writing systems. In addition to spoken language, there are sign languages, which use gestures and body language to communicate, and programming languages, which are used to write computer programs.

A language is a system of arbitrary, vocal symbols that permit all people in a given culture or other people who have learned the system of that culture to communicate or interact (Finocchiaro, in Ramelan 1984). Third, a language is a system of arbitrary vocal symbols used for human communication (Wardhaugh, in Ramelan, 1984). Fourth, a language is an arbitrary system of vocal sounds used by a group of humans to carry on the affairs of their society (Francis, in Ramelan, 1984). Finally, a language is a set of rules enabling speakers to translate information from the outside world into sound (Gumperz, 1972).

Based on the definitions of a language above, a language is a means of communication. However, if the definition of a language is used in language study, we must involve other means of communication that are not categorized as a language. For example, if we regard a language as consisting of sounds, it shows that different means of communication may use sounds as their medium. In short, a means of interface known as a language must have some characteristics that do not belong to the other means of communication.

Linguists and language experts commonly identify several characteristics of language.

1. *Language is said to be symbolic; language uses arbitrary symbols (Finocchiaro, 1964), such as words or gestures, to represent specific meanings.*

The language uses arbitrary symbols, meaning there is no inherent connection between the words or symbols used

to represent objects or ideas and the objects or ideas themselves. Instead, the meanings of words are agreed upon by a group of people who use the language, and these meanings can change over time. For example, the English word "dog" has no inherent connection to the animal it represents. Instead, it is simply a symbol that English speakers have agreed upon to represent that particular animal. In other languages, different words or symbols may represent the same animal.

Similarly, grammar rules, sentence structures, and pronunciation patterns are all arbitrary conventions that are agreed upon by a group of language users. Moreover, these conventions may vary from one language to another and may change over time within a language (Fatchul Mu'in, Rusma Noortyani, and Elyani, 2022).

Despite their arbitrary nature, language symbols are incredibly powerful tools for communication. They allow us to convey complex ideas, express emotions, and connect with others. With language, our ability to communicate and share knowledge would be greatly expanded.

2. *Language is Rule-governed; language follows a set of rules, or grammar, that governs how words and phrases are put together to form meaningful utterances.*

Language is a highly organized system in which each unit plays an important part related to other components (Boey, 1975: 1). All human languages have specific characteristics. This is to say, for instance, that a particular language, say Bahasa Indonesia or English, has its system. Consequently, it has a dual structure, two levels of formation of systematic relationships. In other words, each language is a system consisting of two subsystems. One is the subsystem of meaningful units. The other is the subsystem of sounds, which have no meaning in themselves but form meaningful units.

Language follows the rules or grammar governing how words and phrases are combined to form meaningful utterances. These rules vary from one language to another and can be quite complex. The grammar of a language includes rules for word order, sentence structure, verb conjugation, and other aspects of language use. For example, in English, the typical word order in a sentence is subject-verb-object (e.g., "The cat chased the mouse"), while in some other languages, such as Japanese, the word order is subject-object-verb (e.g., "The cat the mouse chased").

Grammar rules are essential for effective communication, as they help to ensure that language users understand one another's intended meaning. People who follow the same grammar rules can more easily convey their thoughts and ideas to one another.

While grammar rules can be challenging to learn and apply correctly, they are essential to language learning. By mastering the grammar of a language, learners can become more effective communicators and develop a deeper understanding of the language they are learning.

3. *Language is arbitrary; there is no inherent connection between the symbols used in language and their meanings (Fatchul Mu'in et al., 2023)*

A language is said to be arbitrary. This means that it is initially created based on social agreement. There is no reasonable explanation in this relation, for instance, why a specific four-footed domestic animal is called a dog in English, *asu* in Javanese, or *anjing* in Indonesian. Giving the animal's name is based on the agreement among the members of the social groups. In other words, Javanese, English, and Indonesian people agreed to call the animals *asu*, *dog*, and *anjing*, respectively (Fatchul Mu'in, 2019). In this relation, George Yule (1987: 118-19) states that the linguistic form has no genuine relationship with that four-legged barking object. Recognizing this general fact about language leads us to conclude that a property of linguistic

signs is their arbitrary relationship with the objects they are used to indicate.

The symbols used in languages, such as words, phrases, and sentences, are arbitrary and have no inherent connection to the meanings they represent. Instead, the meaning of a symbol is agreed upon by the users of a particular language. For example, the English word "tree" has no inherent connection to the physical object it represents. Instead, the word "tree" is simply a symbol that English speakers have agreed upon to represent that particular object. In other languages, different symbols or words may represent the same object.

This arbitrariness of language symbols means that language users must learn the meanings of words and phrases through exposure and practice. Language learners must memorize the meanings of words and phrases and the grammar rules that govern how these symbols can be combined to form meaningful utterances. Despite the arbitrariness of language symbols, they are incredibly powerful tools for communication. We can convey complex ideas, express our thoughts and feelings, and connect with others through language.

4. *Language is creative; speakers can use language to generate an infinite number of new utterances rather than being limited to a fixed set of responses (Fromkin et al., 1988).*

One of the defining features of human language is its infinite generativity. This means speakers can use language to produce infinite new utterances rather than being limited to a fixed set of responses. Infinite generativity is made possible by the underlying rules of language, which allow speakers to combine words and phrases in new and creative ways to convey new meanings. For example, English speakers can use the word "tree" in a nearly endless variety of sentences, such as "The tree is tall," "The tree has green leaves," "The tree provides shade," and so on.

This ability to generate new utterances is essential for effective communication, as it allows speakers to convey a wide range of ideas and respond flexibly to changing situations. Without infinite generativity, language would be limited to a fixed set of responses, severely limiting its communicative power.

Infinite generativity also makes language learning such a challenging but rewarding task. By mastering the underlying rules of a language, learners can gain the ability to produce and understand an infinite number of new utterances, opening up a vast world of new ideas and experiences.

5. *Language is dynamic; languages are constantly changing, with new words, phrases, and meanings being added over time.*

Languages are dynamic and constantly evolving as new words and expressions are introduced and old ones fall out of use. This can happen for various reasons, such as technological changes, cultural values and norms, and the influence of other languages. For example, the rise of social media and technology has led to the creation of many new words and phrases, such as "selfie," "hashtag," and "emoji." Similarly, changes in cultural attitudes have led to shifts in language use, with terms like "genderqueer" and "nonbinary" being added to the lexicon. Moreover, the influence of other languages can also be seen in the adoption of loanwords, such as "sushi" from Japanese and "croissant" from French.

Language reflects the society and culture that uses it, and as these things change, so does the language itself. Language is not just a communication system but also a social and cultural phenomenon that reflects the beliefs, values, and practices of the people who use it. As society and culture change, so does the language, as new words, expressions, and meanings are added, and old ones fall out of use. For example, the vocabulary and grammar of a language can reveal a great deal about the society in which it

is used. The words and phrases used to describe family relationships, social hierarchies, and gender roles can all reflect cultural norms and values. Similarly, a language's grammatical structures and patterns can reveal how people think about time, space, and causality and how they understand and interpret the world around them.

In short, language is a dynamic and complex system that reflects and shapes the society and culture in which it is used. As such, it is an important study area for linguists, anthropologists, and other scholars interested in understanding human behavior and cultural diversity.

6. *Language is universal; all human societies have language in some form, and all languages have similar characteristics and structures.*

All human societies indeed have language in some form, but it is not entirely accurate to say that all languages have similar characteristics and structures. While there are some broad similarities across languages, such as the use of sound units (phonemes), grammatical rules (syntax), and meaning units (semantics), there is also tremendous variation in the specifics of how languages are structured and used. For example, different languages have different sound systems, some using tones or clicks while others use a wide range of vowel and consonant sounds. Languages also vary in grammar; some use inflectional systems (such as verb conjugation and noun declension), while others use word order to convey meaning. Additionally, languages differ in their writing systems, with some using alphabets, others using logograms, and others using a combination of both.

Furthermore, the cultural and social context in which a language is used can also significantly impact its structure and use. For instance, some languages have complex systems of honorifics and politeness, while others do not. In addition, some languages have words and expressions that

reflect local cultural practices, beliefs, and traditions, while others do not.

Overall, while all human languages share certain core features and principles, there is significant diversity and variation in how languages are structured and used. This diversity reflects the complexity and richness of human language and culture.

7. *Language is contextual; the meaning of language depends on the context in which it is used, including the speaker's intentions, the listener's expectations, and the social and cultural context.*

The meaning of language is not determined solely by the words and grammar used in a given utterance but also by the context in which it is used. This includes the speaker's intentions, the listener's expectations and assumptions, and the broader social and cultural context in which the communication occurs. For example, consider the simple sentence, "I saw her yesterday." The meaning of this sentence can vary greatly depending on the context in which it is used. For example, if the speaker is a witness in a criminal trial, the sentence might be taken to mean that the speaker saw the person in question committing a crime. On the other hand, if the speaker is a friend relaying a story, the sentence might be taken to mean that the speaker saw the person in question at a coffee shop or park. The meaning can also vary depending on the speaker's tone of voice, facial expressions, and other nonverbal cues. Furthermore, the social and cultural context in which the communication occurs can also shape the meaning of language. For example, different cultures have different norms and expectations around politeness, formality, and directness in communication. A rude or blunt statement in one culture might be acceptable or expected in another.

We all know that a language is socially acquired, learned, and used (Fatchul Mu'in, 2019). If this statement is related to language acquisition and language learning, we may have an illustration that a newborn child acquires a

communicative competence with a given language in a speech community; in the next step, he learns and uses the language in a speech community. Thus, a language is not genetically transmitted, but socio-culturally acquired and learned. In the social context, language is a means of communication and a vital medium for establishing and maintaining a social relationship. For instance, two persons are sitting in a bus station waiting room; they begin to introduce themselves and talk to each other. In short, they know each other. When introducing, communicating, and understanding each other, they establish a social relationship and will probably maintain their social relations in the future. Therefore, setting and maintaining social relationships must involve.

Overall, the meaning of language is complex and multifaceted and is shaped by a wide range of factors beyond the words and grammar used in a given utterance. Therefore, understanding the context and cultural norms surrounding communication is essential to accurately interpreting and understanding the meaning of language.

8. *Language is learned; language is not innate but learned through exposure and experience (Hope C. Dawson & Michael Phelan, 2016, Fatchul Mu'in, et al., 2019).*

While evidence suggests that humans are biologically predisposed to acquire language, language is not innate¹. Rather, language is learned through exposure and experience with the language(s) spoken in the environment where an individual is raised. This language acquisition process typically begins in infancy, with babies being able to

¹ The ability to speak a language in human beings is not genetically transmitted, but it is culturally acquired and or learned from their elders or social environment. This means that a child will not automatically speak a language just because he is a human being, but because he has to acquire or learn it from his parents or people around him, though the process is not always consciously carried out. This also explains why there is no universal language spoken by all human beings in the world, since the language spoken by man is culturally determined. This is to say that it depends on the community in which the child is grown up (Fatchul Mu'in, 2019).

discriminate between different sounds and eventually learning to produce sounds themselves. As they continue to develop, children learn the grammar and vocabulary of their native language(s) through exposure to the language(s) spoken around them.

The importance of experience and exposure in language acquisition is evidenced by the fact that children deprived of linguistic input during the critical period of language development, either due to isolation or other factors, may fail to acquire language entirely or experience significant delays and delays difficulties in language acquisition.

Furthermore, different cultures and societies have different languages and language structures. Individuals raised in different linguistic environments may have different proficiency levels in different languages, suggesting that language is learned rather than innate.

Overall, while some innate biological mechanisms may support language acquisition, language itself is learned through experience and exposure to linguistic input in the environment.

9. *Language is multifunctional; language serves various functions, including communication, expression of identity, social interaction, and cognitive processing.*

While some innate biological mechanisms may support language acquisition, language is learned through experience and exposure to linguistic input in the environment. A newborn child (baby) has some innate ability. From a psycholinguistic perspective, humans have been equipped with a Language Acquisition Device (LAD). LAD refers to innateness. However, innateness alone only answers some questions about how children acquire the language spoken by those around them. Again, some

theories have been proposed regarding acquiring more specific additional knowledge.²

B. Functions of Language

Language serves a variety of functions in human communication and interaction. Some of the main functions of language are.³

1. Language is primarily used for communication

Overall, the primary function of language is to enable communication. However, its versatility and adaptability allow it to serve various additional functions essential to human interaction, creativity, and cultural expression (Finocchiaro, 1964; Bell, Roger T., 1976; Wardhaugh, 1986). The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions. The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions. Through language, people can share their thoughts, experiences, and knowledge with others and engage in various social and cultural activities.

Language allows humans to communicate about the immediate environment and abstract concepts, thoughts, and emotions. This ability to communicate abstract ideas and concepts sets human language apart from other forms of animal communication. While many animals have forms of communication to convey immediate information or basic emotions, human language has the unique ability to convey

² Fatchul Mu'in. (2019). *Sociolinguistics: A Study of Language from Sociocultural Perspective*. Banjarbaru : Cipta Cendekia.

³ Functional linguists (e.g., Sampson, G., 1980) argue that, in general, functional grammar is a linguistic theory that attempts to explain the composition of natural language in terms of functionality. Therefore, the development of this theory focuses on three interrelated things, namely, (1) natural language functions, (2) functional relationships that occur at different levels of grammatical structures, and (3) objectives to be achieved, namely, theory it is utilized as an analytical tool for various aspects of language and language use.

abstract and complex ideas, thoughts, and emotions. Human language allows us to discuss topics that are not present in the immediate environment, such as events that happened in the past or that may happen in the future, and to express complex emotions and concepts such as love, hope, justice, and morality. This capacity for abstract thought and communication sets human language apart from other forms of animal communication.

Moreover, language is a versatile and adaptable tool used in various contexts and situations. For example, language can tell stories, make jokes, persuade others, negotiate, and express artistic creativity. How language is used can also vary depending on the context, the speakers involved, and the cultural norms and expectations of the society where the communication occurs.

2. Language is used for Social Interaction⁴

A language is also a tool for social interaction, allowing people to establish and maintain relationships, negotiate social roles and status, and express politeness and respect.

A language is a fundamental tool for social interaction, and it plays a crucial role in shaping the dynamics of social relationships. Through language, individuals can establish and maintain relationships, negotiate social roles and status⁵, and express politeness and respect⁶.

⁴ **Social interaction** is a dynamic, changing sequence of **social** actions between individuals (or groups) who modify their actions and reactions due to the actions by their **interaction** partner(s) (<https://www.igi-global.com/dictionary/social-interaction/27371>)

⁵ Status is central to social interaction and social structure. Status is an established social position. Everyone has status, although some have a higher status than others, according to society's judgment. Statuses are obtained in different ways. Status can be achieved or congenital. Achieved statuses are positions obtained through personal effort. Being a law student, engineer, parent, grandparent, or the like are all attained statuses. Individually, a person must do something necessary to achieve it. Ascribed statuses are positions that are accidentally acquired through birth. Being a woman with fair skin and narrow eyes, a child under five, a man, a cousin, a sister, or a

Language use can signal social status, power, and solidarity in social contexts. For example, individuals may use different language styles depending on their social roles, such as using formal language when addressing a superior or slang when speaking with friends. Moreover, the use of language can convey social norms, values, and expectations, which can influence how individuals interact with each other.

Politeness and respect are also important aspects of language use in social interactions. Language can convey politeness and respect by greeting appropriately, addressing people, and expressing gratitude and appreciation. Conversely, failure to use appropriate language in social interactions can result in social misunderstandings, tension, and conflict.

A language is an essential tool for social interaction, allowing individuals to establish and maintain relationships, negotiate social roles and status, and express politeness and respect. However, language use in social contexts can vary depending on cultural norms, social expectations, and individual preferences, reflecting the complex interplay between language and society.

3. Language can be used to express emotions, attitudes, and personal opinions, enabling individuals to convey their own subjective experiences and perspectives.

A language is an important tool for expressing emotions, attitudes, and personal opinions. Through language, individuals can convey their subjective experiences and perspectives to others.

Emotions are an important aspect of human experience, and language is often used to express them. For example, people may use language to express joy, sadness, anger, fear, or surprise. Using language to express emotions

daughter were all viewed as status. Some achieved statuses may depend, at least to some extent, on ascribed statuses (Stolley, K.S., 2005: 43).

⁶ Levinson (1985). *Pragmatics*. Cambridge: Cambridge University Press.

can help individuals regulate their emotions, communicate their needs and desires, and build social connections with others. Attitudes and personal opinions are also important aspects of human experience, and language can be used to express them. Through language, individuals can express their beliefs, values, and opinions about various topics, such as politics, religion, culture, and personal experiences. Language can be used to argue, persuade, and influence others, and it can also be used to express dissent and challenge prevailing social norms and beliefs⁷.

Language is essential for expressing emotions, attitudes, and personal opinions, enabling individuals to convey their subjective experiences and perspectives to others. However, how language is used to express these aspects of human experience can vary depending on cultural norms, individual preferences, and the context of the communication.

4. Language is closely linked to Cognitive processing

Language is closely linked to cognitive processing, including memory, attention, and problem-solving, and plays an important role in shaping our thoughts and perceptions of the world. Language is closely linked to cognitive processing, including memory, attention, and problem-solving, and plays an important role in shaping our thoughts and perceptions of the world. Memory is crucial to language processing, as language involves encoding, storing, and retrieving information. Through language, individuals can store and retrieve information about events, people, and objects and use this information to make sense of the world around them. Moreover, the ability to remember and use language is closely linked to other cognitive processes, such as attention, concentration, and executive function.

⁷ Duranti, A. (1997). *Linguistic Anthropology*. Cambridge : Cambridge University Press

Attention is another important aspect of language processing, as a language requires individuals to focus their attention on specific words, sounds, and meanings. Individuals must also be able to filter out irrelevant information and distractions in order to process language effectively. The ability to sustain attention is essential for language processing and is closely linked to other cognitive processes, such as working memory and cognitive control.

Problem-solving is also closely linked to language processing, as language can be used to analyze and solve problems. Individuals may use language to identify problems, generate solutions, and evaluate the effectiveness of different strategies. Language can also be used to express uncertainty, ask for help, and collaborate with others in order to solve complex problems.

Language plays a crucial role in shaping our thoughts and perceptions of the world by influencing cognitive processes such as memory, attention, and problem-solving. How language is used can also shape our beliefs, attitudes, and values, reflecting the complex interplay between language and cognition.

5. Language is closely linked to Cognitive Processing

A language is a key tool for constructing and expressing individual and group identities, including gender, ethnicity, and social class. Language use reflects and reinforces social norms and values, including those related to identity. How individuals use language can signal their social identities and group memberships and can also be used to assert or challenge social norms and expectations. For example, individuals may use language to signal their gender identity, ethnicity, or social class or to align or distance themselves from particular social groups.

Gender identity is one important aspect of identity often reflected in language use. Language use can reflect and reinforce gender norms and expectations, including those related to speech patterns, word choices, and conversational

styles. For example, women are often expected to use more emotional, polite, and tentative language, while men are expected to use more assertive, direct, and confident language. These gendered language patterns can reflect and reinforce broader gender inequalities and power imbalances.

Ethnicity and social class are also important aspects of identity that can be reflected in language use. Individuals may use language to signal their cultural or regional affiliations or to align or distance themselves from particular social groups. For example, individuals may use different dialects or accents to signal their ethnic or regional identities or use different vocabulary or sentence structures to signal their social class.

A language is a key tool for constructing and expressing individual and group identities, reflecting and reinforcing social norms and values related to gender, ethnicity, and social class. How language expresses identity can reflect the complex interplay between language, culture, and society.

6. Language is used for Cultural Transmission

Language is a crucial means of transmitting cultural knowledge and values from one generation to the next, including stories, beliefs, and customs.

Language is a crucial means of transmitting cultural knowledge and values from one generation to the next, including stories, beliefs, and customs. Language serves as a vehicle for cultural transmission, allowing individuals to learn and pass on cultural knowledge and values from one generation to the next. Through language, individuals can learn about their cultural heritage, including stories, beliefs, and customs, and can also participate in cultural practices and traditions. In addition, language use can create a sense of shared identity and community among individuals with a common culture or heritage.

Cultural transmission through language is dynamic, with new words, meanings, and expressions constantly

added and modified. As language evolves, it reflects and reinforces cultural changes and shifts in values and beliefs. For example, adopting new words or expressions can reflect changes in cultural attitudes and beliefs or introduce new technologies or practices.

Language can also be important in preserving and revitalizing endangered languages and cultures. By documenting and studying endangered languages, individuals can help to preserve cultural knowledge and traditions for future generations. Language revitalization efforts can also help preserve cultural diversity and promote linguistic and cultural sustainability.

Language is a crucial means of transmitting cultural knowledge and values from generation to generation, reflecting and reinforcing cultural changes and shifts in values and beliefs. In addition, the preservation and revitalization of endangered languages and cultures through language can promote cultural diversity and sustainability.

7. Language is used for entertainment

Language can also be used for entertainment, including humor, poetry, and storytelling. Language can also be used for entertainment, including humor, poetry, and storytelling. Language is a rich and expressive medium that can create a wide range of entertaining and engaging forms of communication. For example, humor and comedy often rely on the clever use of language, including puns, wordplay, and satire, to amuse and entertain audiences. Poetry is another form of language that emphasizes language's beauty and aesthetic qualities, using meter, rhyme, and imagery to create a rich and evocative experience for the reader or listener.

Storytelling is another important use of language for entertainment, allowing individuals to share and enjoy stories conveying important messages, insights, and emotions. Through language, individuals can create and share rich and engaging narratives that capture the

imagination and inspire audiences. Storytelling can take many forms, including traditional folktales, myths, legends, and contemporary works of fiction and nonfiction.

In addition to providing entertainment, language can also be used to foster social cohesion and solidarity. For example, shared cultural references and in-jokes can create a sense of community and belonging among individuals with a common language and cultural background. Similarly, using slang or jargon can help create a sense of identity and shared experiences among members of particular social groups or subcultures.

Language is a versatile and expressive tool that can be used for various purposes, including entertainment, social bonding, and creative expression. Using language for entertainment reflects language's unique qualities as a dynamic, and creative communication medium.

C. Human Language Vs Animal Language

While there are important differences between human language and animal communication systems, there are also some similarities, such as: (a) use of signals, (b) context-dependent, (c) communicative intent, (d) learning and socialization, and (e) limited arbitrariness.

Both human language and animal communication systems use signals to convey information, whether through sounds, gestures, or other forms of expression. In the case of human language, signals can take many different forms, such as spoken or written words, gestures, facial expressions, or even intonation and emphasis. These signals are used to convey meaning and express ideas, thoughts, feelings, and intentions to others. In the case of animal communication systems, signals can also take many different forms, depending on the species. For example, birds use songs to communicate with each other, while primates use a combination of vocalizations, gestures, and facial expressions to convey information. Other animals

may use scent marks, visual displays, or tactile cues to communicate with each other.

Despite the similarities between human language and animal communication systems, there are also significant differences. Human language is more complex and flexible than any animal communication system, allowing us to express various ideas and concepts. Additionally, human language is uniquely capable of abstract thought, allowing us to discuss and reason about things that are not present or immediately observable.

Both human language and animal communication are context-dependent, meaning that the meaning of a signal can change. In human language, context can include factors such as the speaker's tone of voice, facial expression, body language, and the social, cultural, and historical context in which the communication occurs. For example, the meaning of the word "bank" can change depending on whether it is used in the context of finance or geography. Similarly, context can also be critical for interpreting signals in animal communication. For example, the same vocalization from a primate might indicate aggression or submission depending on the situation in which it is used. Additionally, animals might use different signals or combinations in different contexts to convey different meanings. Understanding the importance of context is essential for effective communication, both in human language and animal communication. Signals can be misinterpreted or misunderstood without considering context, leading to confusion and potentially harmful consequences. Depending on the situation in which it is used.

Both human language and animal communication involve a communicative intent, with the sender intending to convey information to a receiver. Both human language and animal communication involve a communicative intent where the sender intends to convey information to a receiver. In the case of human language, the sender may use words, gestures, or other symbols to communicate a message to the receiver to

convey a specific meaning. In animal communication, the sender may use vocalizations, body language, or chemical signals to convey information to others of their species, intending to communicate things like mating availability, danger, or the location of food sources.

In both cases, the sender intends to communicate information to the receiver. However, the complexity and specificity of the information conveyed may vary depending on the type of communication and the species involved.

Human language and animal communication are learned through socialization and experience rather than being innate. Human language is indeed learned through socialization and experience. While humans may have an innate capacity for language, the ability to communicate using a particular language is acquired through exposure to that language in a social context. Children learn language by being exposed to it by their caregivers and other people in their environment and by actively using and practicing it. On the other hand, some forms of animal communication are innate or instinctual, such as the innate calls and signals used by many bird and insect species. However, many forms of animal communication are also learned through socialization and experience. For example, young chimpanzees learn to use specific vocalizations and gestures to communicate with others in their social group. In addition, some bird species learn complex songs through trial and error and social learning.

So, while the statement is mostly true for human language, it is only partially accurate for animal communication, as some forms of animal communication may be innate or instinctual. Human language and animal communication systems exhibit a degree of arbitrariness, although this is more limited in animal communication.

The relationship between a word or symbol and its meaning is largely arbitrary in human language. For example, there is no inherent reason why the word "dog" should represent the furry, four-legged animal we call a dog other than

the fact that the users of that language have agreed upon it. Similarly, the symbols used in written language have no inherent meaning and are arbitrarily assigned to represent specific sounds or concepts.

In animal communication, there is also a degree of arbitrariness in the sounds and gestures used to convey meaning, although this is more limited than human language. In some animal communication systems, such as the dances used by honeybees to communicate the location of food sources, the relationship between the signal and its meaning may be more direct and less arbitrary. However, even in these cases, the signals used by animals to communicate are not inherently linked to their meanings and have been shaped by evolutionary processes and social conventions.

Overall, human language and animal communication exhibit a degree of arbitrariness in their symbols or signals, but the degree of arbitrariness is more limited in animal communication.

However, there are also important differences between human language and animal communication, including the complexity and flexibility of human language, which allows for an infinite number of possible utterances and meanings and the ability to refer to abstract concepts and create new words and expressions.

D. Oral And Written of Language

Language can refer to both spoken and written forms of communication. Spoken language involves using sounds and words to convey meaning and is the most common form of language used in everyday communication. However, written language also plays an important role in many aspects of life, such as literature, legal documents, and business communication. Other forms of language, such as sign and body language, do not rely on spoken words but still convey meaning.

1. Oral or Spoken Language

A language is always spoken. This statement implies that all people worldwide, regardless of their race or ethnic group, still speak a language. This means they still have a way of communicating ideas by using sounds produced by their speech organs. Human language is an oral-auditory communication system. Why? Oral-auditory communication has many advantages over other possible means of communication. First, a speaker and a listener do not need an instrument, as writers and readers do. The writers and readers need writing implements and written texts, respectively. A speaker and a listener do not look at one another like the deaf using hand gestures language do. One can speak and listen while carrying out other activities if they do not involve the mouth and the ear (Taylor, p. 6).

Oral language refers to using spoken language as a means of communication rather than written or signed language. It is the most basic and universal form of language used by humans in all cultures and societies. Oral language can take many forms, from casual conversation to formal presentations and speeches. It can be used for various purposes, including conveying information, expressing emotions, negotiating social relationships, and engaging in creative expression. Oral language also plays an important role in developing literacy skills, as children with a strong foundation in oral language are more likely to be successful in reading and writing.

The original form of language is spoken language. In principle, the language is spoken or spoken (spoken); written language embodies what is spoken or spoken. Spoken language is transferred with certain signs and symbols so that language can be manifested or recorded to be seen and studied scientifically. Transferring spoken language into written form allows the language to be studied descriptively and theoretically. The initial study of

linguistic data is descriptive, the results of which are then developed into linguistic theory points (Jufrizal, 2021).

Knowing a language includes knowing the sounds of that language. When we know a language, we know words in that language, i.e., sound units related to specific meanings. However, the sounds and meanings of words are arbitrary. Mostly, there is no relationship between how a word is pronounced (or signed), and its meaning. Overall, oral language is a crucial aspect of human communication and interaction and is a key tool for expressing ideas, building relationships, and sharing knowledge and experiences.

2. Written Language

In addition to oral means, there are other means of communicating ideas, namely using printed or written symbols, which are more common and often used in everyday life. Moreover, they are exposed to written language, such as those found in newspapers, magazines, or letters, so they often need written and spoken language clarification. In this connection, the spoken form of a language is primary, while the written form is secondary. This is because a language's written form only represents what is spoken (Fatchul Mu'in et al., 2023).

Written language is a system of communication that uses written symbols to represent spoken language. It is a form of language that allows people to convey information and ideas through written texts that can be preserved, transmitted, and accessed over time and space. Written language is a relatively recent development in human history, emerging in different cultures and societies at different times. Nevertheless, it has played a crucial role in developing human civilization, facilitating the spread of knowledge, ideas, and culture, and enabling the recording and preservation of history and literature. Written language can take many forms, including books, newspapers, journals, emails, texts, and social media posts. It also

requires specific skills, such as reading, writing, spelling, and grammar, often taught in schools and other educational settings.

In short, the written language is a powerful tool for communication and expression, allowing people to share ideas and connect with others in ways that would not be possible through spoken language alone.

E. Language and Linguistics

Language is a complex communication system encompassing spoken, written, and signed forms of expression. Linguistics is the scientific study of language and its structure, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. The relationship between language and linguistics is that linguistics provides a framework for understanding and analyzing language as a system.

Linguistics helps us understand the structure of language, how it is used to convey meaning, how it varies across cultures and contexts, and how it changes over time. By studying linguistics, we can gain insight into the underlying rules and patterns that govern language use and better understand how language shapes our thinking, communication, and social interactions. In short, the relationship between language and linguistics is one of mutual influence: language provides the raw material for linguistic analysis, while linguistics provides the tools and frameworks for understanding and analyzing language.

There are some branches of linguistics. Phonology is called phonology, e.g., a study of the sounds used in a language and how they are used to convey meaning. Phonology is a subfield of linguistics that focuses on the sounds of language and how they function in communication. Phonology examines the sounds of language at different levels, including individual sounds (phonemes), the patterns of sounds in words (morphophonemics), and the intonation and rhythm of speech (prosody). Phonology also considers how the human vocal tract

produces sounds and how the ear perceives them. Phonology is an important area of study because the sounds of a language are a crucial component of its grammar and meaning. Different languages use different sounds and sound patterns to convey meaning, and understanding these differences is essential for effective communication across linguistic and cultural boundaries. Phonology also plays a key role in language learning, as learners need to master the sounds of a language in order to speak it fluently and accurately.

The study of the structure of words and how they are formed from smaller units called morphemes is called morphology. Morphology is a subfield of linguistics that examines the internal structure of words and how they are formed from smaller units of meaning. Morphemes are the smallest units of meaning in a language and can be combined to form words. For example, the word "unhappy" is composed of two morphemes: "un-" (a negative prefix) and "happy" (a root word meaning "pleased or content"). The word "happily" is composed of the same root word but with a different suffix ("-ly") that changes its grammatical function to an adverb. Morphology examines the rules and patterns that govern the formation of words in a language. This includes the study of inflection, which is the modification of a word to indicate its grammatical function (such as tense, number, or gender), as well as the study of derivation, which is the creation of new words by adding prefixes or suffixes to existing words. Morphology is an important area of study because it helps us understand how words are formed and how they convey meaning. By understanding the morphological structure of words, we can better comprehend the meaning of new words we encounter and understand the rules that govern word formation in a language.

Syntax refers to arranging words and phrases to form grammatically correct and meaningful sentences. A subfield of linguistics studies how words are combined into larger units such as phrases, clauses, and sentences and how these units

relate to each other. Syntax concerns the rules and principles governing sentence structure, including word order, sentence structure, and grammatical relationships between words. For example, in English, the subject usually comes before the verb in a sentence, as in "She sings." In contrast, in other languages, such as Japanese, the verb typically comes at the end of a sentence, as in "Watashi wa uta ga utaimasu" (I songs sing). The syntax is important because it helps us understand how sentences are structured and how they convey meaning. By understanding the rules of syntax in a language, we can create clear, coherent, and grammatically correct sentences and better comprehend the meaning of sentences we encounter in speech or writing.

Semantics is the study of meaning in language, including the meanings of words, phrases, and sentences and how they are used in different contexts to convey specific meanings. Semantics is concerned with the meaning of words and how they relate to each other in a language system. It examines the meanings of individual words and how words combine to form phrases and sentences with different shades of meaning. Semantics also considers how meaning can change depending on the context in which words are used. For example, the word "bank" can refer to a financial institution, a river bank, or a plane maneuver. The word's meaning depends on the context in which it is used.

Similarly, the sentence "She saw the man with the telescope" can have different meanings depending on whether the man or the woman is using the telescope. Semantics is an important study area because it helps us understand how language conveys meaning. By understanding the meanings of words and how they are used in different contexts, we can communicate more effectively and better understand the nuances of language use. Semantics is also important for language learning, as learners need to master the meanings of words and how they are used in sentences to use a language fluently and accurately.

Pragmatics is the study of how language is used in context, including the social and cultural factors that influence language use and the intentions and goals of the speaker and the listener. Pragmatics is concerned with how language is used to achieve specific goals and functions in different situations, such as making requests, giving advice, expressing emotions, and negotiating meaning. It also examines the role of context in shaping language use, including the social norms, expectations, and conventions that govern communication in different settings. For example, the sentence "Can you pass the salt?" can have different meanings and implications depending on the context in which it is used. For example, the sentence may be interpreted as a polite request in a formal dinner setting, whereas in a casual family setting, it may be interpreted as a direct command.

Similarly, depending on the context and the speaker's intentions, "It is cold in here" may be interpreted as a statement of fact, a complaint, or a request to turn up the heat. Pragmatics is an important study area because it helps us understand how language is used to achieve specific social and communicative functions and how cultural and contextual factors influence it. By understanding the pragmatic dimensions of language use, we can communicate more effectively and navigate different social situations with greater ease and sensitivity.

Benefits of linguistics for both teachers and learners

Both teachers and students can benefit from understanding linguistics in the context of English language teaching.

The teachers understand the structure of the English language, including grammar, syntax, and phonetics/phonology. Understanding the structure of the English language can help them teach these aspects more effectively and identify common errors made by students. Understanding the structure of the English language can help teachers teach these aspects more effectively and identify common errors made by students. For example, if a teacher

understands the rules of English grammar and syntax, they can explain them more clearly to their students and help them apply them correctly in their writing and speaking. They can also identify common errors that students make, such as subject-verb agreement errors or incorrect use of prepositions, and provide targeted feedback and instruction to help students correct them.

Similarly, if a teacher understands the phonetics and phonology of English, they can help students improve their pronunciation and reduce accent interference. They can also identify common pronunciation errors, such as mispronunciation of certain vowels or consonant sounds, and provide targeted instruction and practice to help students improve their pronunciation.

Overall, understanding the structure of the English language can help teachers provide more effective instruction and support to their students, leading to better language acquisition and communication skills.

The teachers can develop more effective teaching strategies and materials grounded in linguistic principles. Understanding how language acquisition works can help teachers design activities that promote natural language acquisition and fluency.

Several theories of language acquisition can inform language teaching practices, such as: (a) the input hypothesis, (b) the interactionist theory, and (c) the cognitive theory.

This input hypothesis theory suggests that language acquisition is driven by exposure to comprehensible input or language just slightly above the student's current level of understanding. Teachers can design activities that provide students with opportunities to encounter and interact with this type of input, such as through reading, listening, and conversation activities.

This interactionist theory suggests that language acquisition is facilitated by social interaction and communication. Teachers can design activities that encourage

students to interact and communicate with each other in meaningful ways, such as through role-plays, debates, or collaborative projects.

The cognitive theory suggests that language acquisition is related to cognitive development and the ability to form and manipulate mental representations of language. Therefore, teachers can design activities that challenge students to think critically and creatively about languages, such as through problem-solving activities or analysis of authentic language use in real-world contexts.

By incorporating these and other language acquisition theories into their teaching practices, teachers can create a more natural and engaging learning environment that promotes fluency and natural language use. They can also tailor their activities to their student's needs and abilities, leading to more effective language learning outcomes.

The teachers can identify individual students' needs and learning styles based on their linguistic backgrounds and prior language learning experiences. The teachers should identify the learners' needs and learning styles based on their linguistic backgrounds and prior language learning experiences. Identifying learners' needs and learning styles based on their linguistic backgrounds and prior language learning experiences is an important part of effective language teaching. Every student comes to the language classroom with unique linguistic and cultural backgrounds and varying levels of language proficiency and learning styles. By understanding these factors, teachers can tailor their instruction to meet each student's specific needs and goals.

For example, suppose a teacher has a class of English language learners from different linguistic backgrounds. In that case, they may need to focus on different aspects of English grammar and pronunciation depending on the challenges and errors students from each linguistic background make. They may also need to provide additional support to students with

lower levels of English proficiency, such as through more structured language input and simplified language use.

Similarly, by identifying students' learning styles and preferences, teachers can design activities and assignments that are more engaging and effective for each student. For example, some students may prefer visual learning aids, while others may learn best through hands-on or experiential activities.

By identifying learners' needs and learning styles, teachers can create a more effective and engaging learning environment supporting each student's language learning goals and abilities.

For students, knowledge of linguistics can help them. Understanding English's underlying structure and patterns makes it easier to learn and use the language effectively. English is a complex language with many different structures and patterns. However, by understanding some of the key elements of English grammar, vocabulary, and pronunciation, we can make learning and using the language effectively easier.

Here are some strategies for understanding English's underlying structure and patterns: (a) Learning the basic grammar rules is needed. English grammar can be challenging, but learning the basic rules for sentence structure, verb tenses, and speech parts can help us construct sentences correctly, (b) Building our vocabulary is necessary. Expanding our vocabulary is essential for effective communication in English. Then, we try to learn new words and phrases every day and practice using them in context, (c) We should pay attention to pronunciation. English pronunciation can be tricky, but listening to native speakers and practicing our pronunciation can help us improve. We should pay attention to stress, intonation, and rhythm, as well as individual sounds and vowel patterns, (d) We should use resources for learning. Many resources are available for learning English, including textbooks, language courses, online tools, and language exchange programs. Then, we find the resources that work best for us and use them regularly, (e) We should practice, practice,

practice: The more we use English, the easier it will become. Practice speaking, reading, writing, and listening in English as often as possible, and be bold in making mistakes. By consistently practicing our English skills, we will gradually become more comfortable and confident with the language, and (f) We need to recognize and correct common errors and misunderstandings in their language use.

Recognizing and correcting common errors and misunderstandings in the learners' language use is an important part of improving their language skills. First, the learners need to identify their weaknesses. They may start by identifying the areas where they struggle most, whether with grammar, vocabulary, pronunciation, or something else. Be honest with the weaknesses, so they can work on improving them.

The learners need to keep a language journal. For example, they may write down the mistakes they make and the misunderstandings they experience in language use. This will help them to identify patterns and areas for improvement.

The learners need to seek feedback: They may ask a language tutor, teacher, or native speaker to give feedback on language use. The teachers can help the learners identify errors and provide guidance on correcting them.

Many resources are available to improve learners' language skills, including grammar guides, vocabulary lists, and pronunciation exercises. They may use these resources to help them learn and practice using the learned language correctly.

The learners should practice using the learned language regularly in speaking and writing. They must try to use what they have learned in real-life situations and seek opportunities to practice with others. The learners should improve their language skills takes time and effort. They need to keep practicing, seek feedback, and celebrate their progress.

Developing effective language learning strategies grounded in linguistic principles can help improve our language skills more efficiently and effectively. Here are some strategies to help the learners develop these strategies. Firstly, we can start by setting realistic goals for what we want to achieve with language learning. This will help us to focus our efforts and measure our progress. Secondly, we can use contextualized language learning. In this relation, we can focus on learning a language in context rather than memorizing individual words or grammar rules. Again, this will help us to understand how language is used in real-life situations. Thirdly, we should pay attention to patterns. In this relation, we should identify patterns in the language we are learning, such as word order, verb conjugation, and sentence structure. This will help us understand the language's underlying principles and use them more effectively. Fourthly, we may use active learning techniques. We should practice speaking, writing, and using the language actively rather than just passive listening or reading. This will help us to internalize the language more effectively and use it more confidently. Fifthly, we must seek feedback from language tutors, teachers, or native speakers to help us identify improvement areas and correct language use errors. Sixthly, we may use technology and resources: There are many language learning resources available, including apps, websites, and textbooks. Use these resources to supplement our learning and practice more effectively. Last but not least, we should practice regularly. Practice using the language regularly is ideally needed in real-life situations. This will help us to internalize the language more effectively and use it more naturally.

In terms of implementing linguistic knowledge in English language teaching, teachers can incorporate linguistic concepts into lesson plans and classroom activities. Incorporating linguistic concepts into lesson plans and classroom activities can help students better understand the underlying language principles and improve their language

skills. Here are some ideas for incorporating linguistic concepts into our language teaching" (a) Teach grammar lessons that focus on specific linguistic concepts, such as parts of speech, syntax, and sentence structure. Use examples to demonstrate these concepts and have students practice using them in context, (b) Teach vocabulary by focusing on word roots, prefixes, and suffixes. This can help students to understand how words are formed and make it easier to learn new vocabulary, (c) Use exercises that focus on phonetics and phonology to help students improve their pronunciation skills. Please encourage students to practice producing sounds correctly and use audio and visual aids to help them hear and see the correct pronunciation, (d) Assign writing tasks that focus on specific linguistic concepts, such as sentence structure, paragraph organization, and cohesive devices. This will help students to understand how these concepts are applied in written communication, (e) Use classroom discussions to help students practice using language in context. Please encourage students to use newly learned vocabulary and grammar concepts, provide feedback on their language use, and (f) Incorporate language games and activities that focus on specific linguistic concepts, such as word order, verb conjugation, and noun-adjective agreement. These activities can make language learning more engaging and fun.

By incorporating linguistic concepts into our lesson plans and classroom activities, we can help students better understand language principles and improve their language skills. Use linguistic analysis to diagnose and address common errors made by students. Using linguistic analysis to diagnose and address common errors made by students can help teachers to identify patterns and underlying causes of these errors and provide targeted feedback and instruction to students. Here are some steps to follow when using linguistic analysis to diagnose and address common errors. (a) Identify the error: Start by identifying the specific errors that students are making. This may involve analyzing written or spoken language samples or

observing students in the classroom, (b) Analyze the error: Analyze the error to determine its underlying cause. This may involve identifying the linguistic concept that the student is struggling with, such as verb tense, subject-verb agreement, or word order, (c) Provide targeted feedback: Provide targeted feedback to the student that addresses the underlying cause of the error. This may involve providing explanations, examples, or practice exercises that focus on the specific linguistic concept the student is struggling with, (d) Reinforce learning: Reinforce learning by providing opportunities for students to practice the correct use of the linguistic concept in context. This may involve assigning practice exercises, providing prompts for classroom discussion or writing, or providing opportunities for spoken language practice, (e) Monitor progress: Monitor student progress to ensure that the error is being addressed and corrected. This may involve observing student language use, reviewing written work, or administering assessments that measure the student's ability to use the corrected linguistic concept.

By using linguistic analysis to diagnose and address common errors, teachers can provide targeted feedback and instruction to help students improve their language skills more effectively. Foster a deeper understanding of language and language learning among their students. Fostering a deeper understanding of language and language learning among students can help them to become more motivated and effective language learners. Here are some strategies that teachers can use to foster this understanding: (a) Discuss language as a system: Introduce the idea that language is a system with rules and patterns. This can help students understand that language is not just a collection of words but a complex communication system, (b) Compare and contrast languages: Encourage students to compare and contrast the languages they are learning with other languages they know or have studied. This can help them see the similarities and differences between languages and understand how languages are related to each

other, (c) Discuss language acquisition: Introduce the concept of language acquisition and the different ways people learn languages. This can help students to understand that language learning is a complex process that involves multiple factors, such as input, motivation, and cognitive abilities, (d) Use metalinguistic awareness activities: Use activities that promote metalinguistic awareness, such as identifying parts of speech, analyzing sentence structure, and discussing the meanings of words. This can help students become more aware of the language they are learning and better analyze and understand it, and (f) Encourage self-reflection: Encourage students to reflect on their own language learning experiences and identify their strengths and weaknesses. This can help them to develop strategies for overcoming challenges and becoming more effective language learners.

By fostering a deeper understanding of language and language learning among students, teachers can help them become more motivated, engaged, and effective learners. Overall, understanding linguistics can be a valuable tool for teachers and students in English language teaching.

F. Summary

A language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchioro, 1964). Linguists and language experts commonly identify several characteristics of language. First, language is said to be symbolic; language uses arbitrary symbols, such as words or gestures, to represent specific meanings. Language is Rule-governed; language follows a set of rules, or grammar, that governs how words and phrases are put together to form meaningful utterances.

Language is arbitrary; there is no inherent connection between the symbols used in language and their meanings. Language is creative; speakers can use language to generate infinite new utterances rather than being limited to a fixed set

of responses. Language is dynamic; languages constantly change, adding new words, phrases, and meanings. Language is universal; all human societies have language in some form, and all languages have similar characteristics and structures. Language is learned; language is not innate but learned through exposure and experience. Finally, language is multifunctional; language serves various functions, including communication, expression of identity, social interaction, and cognitive processing.

There are three functions of a language. These three functions of a language are related from one to another. For the sake of discussion, they are discussed in separate ways. The prime function of a language has been assumed to be cognitive; a language is used to express ideas, concepts, and thoughts. The second function is said to be evaluative; language has been viewed as a means of conveying attitudes and values. The third function of a language is referred to be effectiveness; a language is used by its speakers to transmit emotions and feelings. The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions (Fatchul Mu'in, 2019).

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CHAPTER

2

PHONOLOGICAL PROBLEMS IN ENGLISH LANGUAGE LEARNING

Delfisea Cahya

A. Introduction

Language is a communication tool owned by humans in the form of a system of sound symbols originating from speech organs. It is used to communicate, sharing ideas, thoughts, and so on. According to Sapir (1921) "language is purely human and non-intrinsic method of communicating ideas, emotions, and desires by means of voluntary produced by symbols." Nowadays, English becomes the most essential language in the world. Almost all people around the world use English to communicate each other. Mu'in (2019) stated that, English is not only utilized as a universal language for communication between native and non-native English speakers, but it is also widely used as a medium of communication for those who have backgrounds speaking mother tongues other than English. Since English is considered as a universal language, it is important to learn English language. When someone communicates in English, they have to make good pronunciation. One of the crucial aspects in learning English is pronunciation.

Learning English pronunciation is very important for all people studying English as a foreign language. According to Pollard (2008), an important aspect of acquiring the ability to speak a foreign language is pronunciation. A person should have a wide vocabulary as well as clear pronunciation when communicate to others. Therefore, mastering pronunciation is

necessary. The proper pronunciation makes the message conveyed easy to understand and the communication between speaker and listener becomes successful. When the speaker pronounces the word incorrectly, it will be difficult to understand the meaning being conveyed. On the other hand, the listener will have difficulty to understand the meaning what is said by the speaker if the pronunciation is not clear, as a result, the conversation does not run well.

Learning pronunciation for Indonesian learner is necessary, since there are differences between English and Indonesian language in their sounds and symbols. Furthermore, English pronunciation is explored in one of the linguistic branches, namely Phonology. Phonology is the study of the sound system of a language. According to Muin (2017) phonology is a branch of linguistics which studies speech sounds and how they are used to distinguish between different meanings. Phonetic and Phonology is different. Phonetic relates to how the sound is physically formed and produced by human's speech organ, while Phonology studies about how phonemes are put together and how they create meaning. Having knowledge in phonology is important for language learners, because it can help them understand to understand how the sound of a language are made, how they are used, and how they are related to each other. By comprehending phonology, language learners can improve their pronunciation and they can also know how to distinguish the different sounds in language.

However, phonology is considered challenging and difficult for learners. learners often have problem in understanding phonology. Phonological problems refer to errors in which the misspelled word does not sound like the target word (Al-Jarf, 2008). Indonesia has various regions and each region has a different language. English is considered as a foreign language in Indonesia. One of the regional languages of Indonesia is Banjarese language. There are the different between Banjarese language and English in their phonological

systems. English has 15 vowel sound namely, /i/, /u/, /ɪ/, /eɪ/, /ɜ/, /æ/, /ɑ/, /ə/, /ɔ/, /oʊ/, /ʊ/, /ɜ:/, /aɪ/, /aʊ/, and /ɔɪ/, and 24 consonant sound namely, /p/, /b/, /m/, /w/, /f/, /v/, /θ/, /ð/, /t/, /d/, /s/, /z/, /n/, /l/, /r/, /ʃ/, /ʒ/, /y/, /tʃ/, /dʒ/, /k/, /g/, /ŋ/, and /h/. Meanwhile Banjarese language has 5 vowels, namely /a/, /i/, /u/, /o/, and /è/. And there are 18 consonants, namely: /p/, /b/, /t/, /d/, /c/, /j/, /k/, /g/, /s/, /h/, /m/, /n/, /ŋ/, /ñ/, /r/, /l/, /w/, and /y/ (Sudarmo, 2016). Because there are differences between sounds and symbols in both languages, it causes students difficulties in pronouncing English words. When the speaker mispronounces the word, the meaning to be conveyed is different and the listener will have difficulty interpreting the speaker's intent, as a result the conversation is not successful. For the example when talking to other people, we want to say "take my bag, please" but we mispronounce the word "bag" to become "back", we replace the sound /g/ with /k/ so the sentence becomes "take my back, please" it would definitely create a misunderstanding for listener. Both languages sound having the same phonetic features but differ in distributions. Indonesian learners usually do not make any distinction between bed and bet, bag and back, cab and cap. Another problem that is often experienced by language learners is that there are several English sounds that do not exist in their native language, for example, the sound [tʃ] as in "cheap", [dʒ] as in "jewellery", [ð] as in "feather", [ʒ] as in "measure", and [ʃ] as in "she". Language learners have difficulty pronouncing these sounds, because they are not familiar with these sounds.

Based on the background above, this article aims to discuss about the phonological problem in English language learning. The objective of this article is to discuss about the phonological problems in English language learning.

B. Discussion

Phonology is the study about language patterns. This study investigates all aspects of how sounds are used to

generate words and sentences. This study investigates the physical properties of sounds such as pitch, duration, and intensity. Phonology encompasses the phonetic, phonological, and phonemic properties of sounds, as well as how they are used to create words and sentences. Phonology is the primary field that studies the structures and patterns of speech sounds in a language. It is fundamentally based on the concept that each speaker of a language has an intuitive understanding of the sound patterns the language uses. Due to its theoretical status, phonology is more focused on the mental or abstract aspects of language's sounds than on how speech sounds are physically articulated (Yule, 2010).

Phonology is important to English learners for a number of reasons. First, English is a time-stressed language, meaning that placing stress on certain syllables can change the meaning of a word. For example, the word "record" can be a noun or a verb, depending on where the emphasis is placed. Second, English has many minimal pairs, that is, pairs of words that differ by only one sound. For example, the words "bat" and "bat" differ in only one sound, but have completely different meanings. This can be very confusing for learners, and phonology can help them understand the difference.

Phonology can be divided into two aspects there are a) segmental is based on the segmentation of language into individual speech sounds provided by phonetics, these features include vowel and consonants. b) suprasegmental also called prosody is concerned with those features of pronunciation that cannot be segmented because they extend more over than one segment or sound, such stress, rhythm, and intonation.

The phoneme is the smallest unit of sound which can differentiate one word from another: in other words phonemes make lexical distinction. It means that, phonemes can show distinction of the sound in every word. The set of phonemes consists of two categories: Vowel and Consonant.

Vowels

Vowel sounds are produced with a relatively free flow of air. They are all typically voiced. To describe vowel sounds, we consider the way in which the tongue influences the shape through which the airflow must pass (Yule, 2010). Vowel has three categories they are short vowels, long vowels, and diphthongs. In English, there are twelve vowels; in short vowels: /ɪ/, /ʊ/, /e/, /ə/, /æ/, /ʌ/, /ʊ/, and in long vowels: /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/, and diphthongs is a combination of two vowel sounds. When we produce diphthongs, our vocal organs move from one vocalic position /a/ to another /ɪ/ as we produce the sound /aɪ/, as in Hi or Bye. In English, diphthong consist of eight sounds. Such as /eɪ/, /ɔɪ/, /aɪ/, /ʊə/, /eə/, /əʊ/, /aʊ/

Consonants

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Consonant sounds are produced by blocking the flow of air as it leaves the mouth. There are many ways of blocking the air and various tongue, lip and jaw positions required in order to create accurately the consonant English. There are 24 consonant sounds in spoken English and it classified into two categories, voiced and voiceless consonants.

According to Yule (2010), inside the larynx are your vocal folds which take two basic positions.

When the vocal folds are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless. The example of voiceless consonant; /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/.

When the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced. The example of voiced consonant; /p/ /b/, /t/ /d/, /k/ /g/, /f/ /v/, /s/ /z/, /θ/ /ð/, /ʃ/ /ʒ/, /tʃ/ /dʒ/.

1. Learning Problems

English phonemes can be difficult for learners with Banjarese language background, as several sounds in English do not exist in Banjarese. Some common problems learners with Banjarese language background may face when pronouncing English phonemes. For example, they may have difficulties in pronouncing vowels and diphthongs. English has many vowel sounds, some of which may not exist in Banjarese. There are 20 vowel sounds in English, including monophthongs (single vowel sounds) and diphthongs (sound vowel combinations).

Meanwhile, the Banjarese language has five phonemes, namely /a, i, u, e, and o/; as a result, English learners will need help pronouncing the 20 phonemes of English phonemes. Furthermore, since the Banjarese language has only five vowel phonemes, English learners with Banjarese language background may need help pronouncing the 20 English vowel sounds, including both monophthongs and diphthongs.

English phonetics can be challenging for non-native speakers to learn the language. Some common problems that learners may encounter include (a) pronouncing vowels, (b) consonant clusters, (c) stress and intonation, (d) silent letters, (e) regional accents, and (f) minimal pairs.

English has many vowel sounds that can be difficult for non-native speakers to distinguish and produce accurately. English words often have consonant clusters or groups of consonants that are pronounced together, which can be challenging for learners to articulate correctly. English stress and intonation patterns can be difficult for non-native speakers to master and can impact the meaning of a word or sentence. English has many silent letters that must be pronounced, confusing learners unfamiliar with the language. English is spoken with many different regional accents, which can be difficult for learners to understand and emulate. English has many pairs of words pronounced

similarly but has different meanings, such as "ship" and "sheep," which can be challenging for learners to distinguish.

To overcome these challenges, learners can practice their pronunciation and intonation through exercises and drills, listen to and imitate native speakers, and work with a tutor or language partner to get feedback and guidance on their pronunciation. Additionally, exposure to English media, such as movies, TV shows, and music, can help learners become more familiar with the language's sounds and rhythms.

a. Problems in English Vowels

In English, a vowel is a speech sound produced by the vibration of the vocal cords without any obstruction or closure in the mouth or throat. Vowels are one of the two main categories of speech sounds, along with consonants.

In English, there are two types of vowels: monophthongs and diphthongs. A monophthong is a single vowel sound pronounced with a consistent sound throughout the sound. In other words, there is no change in the quality or pronunciation of the sound. Monophthongs are also known as "pure" vowels. Examples of monophthongs in English include the sounds /i/ in "bit," /e/ in "bed," and /a/ in "cat."

A diphthong is a vowel sound that consists of two distinct sounds pronounced together. In other words, the sound changes from one vowel sound to another during the sound. Diphthongs are also known as "gliding" vowels. Examples of diphthongs in English include the sounds /aɪ/ in "fly," /eɪ/ in "day," and /oo/ in "go."

The English vowel sounds may not have equivalents in the Banjarese language, and learners may need help distinguishing between similar vowel sounds in English. Pronunciation practice and exposure to authentic English speech can help learners improve their pronunciation of vowel sounds.

Monophthongs:	Diphthongs:
1. /i/ as in "bit"	12. /eɪ/ as in "day"
2. /ɪ/ as in "sit"	13. /aɪ/ as in "fly"
3. /e/ as in "bed"	14. /ɔɪ/ as in "boy"
4. /ɛ/ as in "bet"	15. /aʊ/ as in "now"
5. /æ/ as in "cat"	16. /oʊ/ as in "go"
6. /ʌ/ as in "cup"	17. /ju:/ as in "cute"
7. /ɑ/ as in "father"	18. /iə/ as in "fear"
8. /ɔ/ as in "dog"	19. /eə/ as in "hair"
9. /o/ as in "boat"	20. /ʊə/ as in "tour"
10. /ʊ/ as in "book"	
11. /u/ as in "blue"	

Both monophthongs and diphthongs play an important role in English pronunciation and are essential for forming syllables and words.

b. Problems in English Consonants

There are 24 consonants in English language. The following are the consonants of English.

12 consonants	12 consonants
1. /b/ as in "bat"	13. /ʃ/ as in "shoe"
2. /p/ as in "pat"	14. /ʒ/ as in "vision"
3. /t/ as in "top"	15. /h/ as in "hat"
4. /d/ as in "dog"	16. /m/ as in "man"
5. /k/ as in "cat"	17. /n/ as in "no"
6. /g/ as in "go"	18. /ŋ/ as in "sing"
7. /f/ as in "fan"	19. /l/ as in "love"
8. /v/ as in "van"	20. /r/ as in "red"
9. /θ/ as in "think"	21. /j/ as in "yellow"
10. /ð/ as in "this"	22. /w/ as in "win"
11. /s/ as in "sit"	23. /ʔ/ as in "uh-oh"
12. /z/ as in "zip"	(glottal stop)
	24. /ɹ/ as in "run"

There are 23 errors (phonological interference) found in the English pronunciation of the research subjects, consisting of 9 types in the vowels, three types in the diphthongs, and 11 types in the consonants. Therefore, the factors causing the use of the Banjarese sound system in English pronunciation can be summarized as follows.

First, a given sound exists in the English language (as L-2), which is not found in the Banjarese language (as L-1). The absence of a phoneme in L-2 enables a speaker to use a similar but not the same phoneme of L-1. The Banjarese language has vowels: /a/, /i/, /u/, /e/, and /o/, whereas the English language has vowels: /I/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, /ə/ /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/.

Concerning the production of vowels, the uses of the Banjarese vowels can be seen in the following.

First, it is the existence of a given sound in the English language (as L-2), which is not found in the Banjarese language (as L-1). The absence of a phoneme in L-2 enables a speaker to use a similar but not the same phoneme of L-1. The Banjarese language has vowels: /a/, /i/, /u/, /e/, and /o/, whereas the English language has vowels: /I/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, /ə/ /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/.

Concerning the production of vowels, the uses of the Banjarese vowels can be seen in the following.

- 1) A word *feet* [fi:t] is realized as [fit] without tense
- 2) A word *fat* [fæt] is realized as [fat] in which a letter *a* in *fat* is regarded as a phoneme in the Banjarese language,
- 3) A word *gone* [gɒn] is realized as [gun] as a result of the absence of [ɒ] in the Banjar Hulu dialect language.
- 4) A word *fool* [fu:l] is realized as [ful]. A sound [u:] is replaced with [u].
- 5) A word *cord* [kɔ:d] is realized as [kot]. A sound [ɔ:] is replaced with [ɔ].

- 6) A word *first* [fɜ:st] is realized as [fes] in which [e] is similar to [ə]. A sound [ɜ:] is replaced with [e].
- 7) A word *far* [fa:(r)] is realized as [far] without *tense*.
- 8) A word *fence* [fens] is realized as [fins]. A sound [e] is replaced with [i].
- 9) A word *sentence* ['sentəns] is realized as [sentens]. A sound [ə] is replaced with [e].

Concerning the production of diphthongs, both the Banjarese and English have diphthongs. The former has three diphthongs /ai/, /au/, and /ui/, whereas the latter has eight diphthongs /Iə/, /eə/, /ʊə/, /eI/, /aI/, /ɔI/, /əʊ/, and /aʊ/. There are two diphthongs in the Banjarese language having similar features in those of the English language, e.g., /ai/ and /au/. The differences in diphthongs caused the English learners to replace them with pure vowels or wrong diphthongs.

- 1) [ʊʊ] in a word *robe* is realized as [rup] or [rop];
- 2) [əʊ] is realized a word *goes* as [gos] or [gus];
- 3) [eɪ] is in a word *way* [**wei**] is replaced with [wai].

Concerning the consonants, there are consonants existing in the English language, which are not be found in the English language. The replacements of the English language consonants with those of the Banjarese language are summarized as follows.

- 1) The replacement of [f] with [p] is shown in [par] intended to pronounce a word far.
- 2) The replacement of [v] with [p] is shown in [mʌpʌmən] intended to pronounce a word movement.
- 3) The replacement of [θ] with [t] is shown in [batrum] and [tɛŋk] intended to pronounce a word bathroom/'ba:θrɒm/-['ba:θrɒm] and a word thank /'θæŋk/-['θæŋk] respectively.
- 4) The replacement of [ð] with [d] is shown in [**dat**]and [wɛdɛr] intended to pronounce a word *that* /ðæt/-

[ðæt] and a word *whether* /'weðə(r)/-['weðə(r)] respectively.

- 5) The replacement of [z] with [j] is shown in [ju] intended to pronounce the words *zoo* and *lazy*.
- 6) The replacement of [z] with [s] is shown in [ju] intended to pronounce a word *is* in the final position of utterance.
- 7) The replacement of [ʃ] with [s] is shown in [si] and [saini] intended to pronounce a word *She* /ʃi/ - [ʃ] and a word *Shiny* /'ʃami/ - ['ʃami] respectively.
- 8) The replacement of [ʒ] with [j] is shown in [geraj] and [ruj] intended to pronounce a word *Garage* /gə'ra:ʒ/- [gə'ra:ʒ] and *Rouge* /ru:ʒ/ - [ru:ʒ].

Second, both languages have the same phonetic segments (phones) but differ in their distributions – when and where they may occur in an utterance. This difference in distribution may become a factor influencing the occurrence of interference:

- 1) When a Banjarese language speaker pronounces a phoneme /b/ in the final position of a word. The replacement of [b] with [p] is shown by [rop] intended to pronounce a word *robe*.
- 2) When a Banjarese language speaker pronounces a phoneme /d/ in the final position of a word, The replacement of [d] with [t] is shown in [kot] intended to pronounce a word *cord*.
- 3) When a Banjarese language speaker pronounces a phoneme /g/ in the final position of a word, instead of pronouncing a word *bag* as [bæg], he pronounces it as [bæk]. As a result, there is a change in the meaning of *bag* into one of *back*. This interference phenomenon is caused by the absence of [g] in the Banjarese language sound systems' word-final position. Then, a speaker used the nearest phone, e.g., [k].

Third, both languages have voiced stop consonants /p, k, and t/, but they are differently realized in a particular position. One of the phonological rules is what is called 'aspiration. According the English phonological rule, a word *time* /taim/ should realize as [t^haim], a word *pen* /pen/, as [p^hen], and a word *key* /ki:/ as [k^hi:]. The students realized those words without aspiration e.g., as [taim], [pen], and [ki] respectively.

It can be concluded that the phonological problems can be caused by some related factors. They are different elements in the sound system between the native and the foreign language; sounds that have the same phonetic features in both languages but differ in their distribution; and similar sounds in the two languages, which have different variants or allophones. These problems results in sound changes. According to Smith (2007), sound changes occur when the system in which the sounds exist changes. When a second person imitates a variant form, the imitation process results in a phonological systemic change in the person who imitated. There are some types of sound changes; they are assimilation, dissimilation, deletion, epenthesis, metathesis, and vowel reduction (Pratiwi and Surono, 2022)

1) The Types of Sound Changes Often Made by Language Learners in Pronouncing English Words

As the result of the study conducted by Pratiwi and Surono (2022) there are only two of sound changes often made by the learners namely, deletion and vowel reduction. The truth is that the students had no issues with epenthesis, which is related to legal and lay language, metathesis, which is related to slang words, assimilation, which is related to bordering sound to be more similar to itself, or dissimilation, which makes pronunciation simpler and clearer. Those materials are already studied and taught in various subjects throughout the first

semester students' learning process. As a result, there are no problems with assimilation, dissimilation, epenthesis, or metathesis pronunciation.

a) Deletion

According to Birjandi (2005), deletion is the process of removing a sound or syllable from a word in order to fix and eliminate speech problems. For example, students delete consonant /t/ in the word *Passport* /'pæ,spɔ:t/ which then becomes /'paspor/. Learners used to pronounce those terms in an Indonesian context, which was impacted by the sound system of their mother tongue. This caused to the deletion process. Learners were forced to pronounce the words as they were spelled as a result of the deletion process.

b) Vowel reduction

Vowel reduction refers to lowering of unstressed vowels into schwa. According to Fry (1955), all unstressed vowels in English have a lower pitch, are shorter in duration, are less loud in intensity, and have a poorer vocal quality. Vowels in unstressed syllables of lexical terms will generally be reduced (Ladefoged, 1996). For example, the vowel reduction happened in the word *glamour*. Learners pronounced the word *glamour* with /'gləmor/ instead of /'glæməɹ/. There is a process of reduction from unstressed vowel /æ/ into vowel /ə/. The epenthesis process causes unstressed vowels in English considered to be reduced in the lower pitch, shorter in duration, less loud in intensity, and more reduced in vocal quality.

c. Problems in Stress and intonation

English is a stress-timed language, which means that stressed syllables are pronounced longer and with

more emphasis than unstressed syllables. Intonation, or the rise and fall of the voice, is also important in English. Learners with Banjarese language background may have difficulty placing stress correctly on English words and using appropriate intonation patterns.

It is true that Banjarese, a language spoken in Indonesia, has a smaller vowel inventory than English, which has many more vowel sounds. As a result, Banjarese speakers may initially have difficulty distinguishing and producing some of the vowel sounds in English.

However, with practice and exposure to the language, Banjarese speakers can learn to differentiate and produce English vowels more accurately. They can do this by listening to and imitating native English speakers, practicing vowel sounds in isolation and in context, and getting feedback from a tutor or language partner.

It is important to note that while Banjarese speakers may have some initial difficulty with English vowels, this is a common challenge for many non-native speakers of English, regardless of their native language. With dedication and practice, it is possible for Banjarese speakers to become proficient in English and develop a more accurate and natural-sounding pronunciation.

Problems in Silent Letters

Banjarese speakers learning English language may have difficulty in pronouncing silent letters in English, as the concept of silent letters does not exist in Banjarese language. In English, some letters are written in words but not pronounced. These letters are called "silent" letters. For example, the letter "k" in the word "knee" is not pronounced, but it is still written in the word. Similarly, the letter "h" in the word "hour" is not pronounced.

Banjarese speakers may find it difficult to understand the reason for the presence of silent letters and to remember which letters are silent in which words. This can lead to errors in pronunciation and spelling. It is important for Banjarese speakers learning English to practice and familiarize themselves with the rules regarding silent letters in English words.

d. Problems in English Major Dialects: British, American, and Australian Dialects

Each of the major dialects of English (British, American, and Australian) has its unique features and variations. Here are some common issues or problems that learners may encounter when studying these dialects:

1) British English

In the British English, *pronunciation* can be challenging due to its varied vowel sounds, including the difference between "short" and "long" vowels. One of the most noticeable differences is the pronunciation of vowel sounds. For example, in British English, the "a" sound in "bath" is pronounced differently than in American English. Additionally, the "o" sound in "cot" is pronounced differently in Australian English than in British or American English. Also, "bath" and "bathe" are pronounced differently. Another difference is rhoticity, which refers to the pronunciation of the letter "r." In American English, the "r" sound is pronounced in almost all instances, whereas in British English, it is only pronounced in certain situations. Australian English is generally rhotic, but some speakers may drop the "r" sound in certain contexts.

In the British English, *stress and intonation patterns* can also differ between the three dialects. For example, in American English, the stress tends to fall on the first syllable of a word, while in British English,

it often falls on the second syllable. Australian English tends to have a more even stress pattern. British English also has more regional accents and dialects than American or Australian English, which can make it challenging to understand different speakers. British English does have a wider variety of regional accents and dialects than American or Australian English, and this can sometimes make it challenging for non-native speakers to understand different speakers. For example, someone from the North of England may have a very different accent and use different vocabulary than someone from the South. Similarly, there are regional accents and dialects in Scotland, Wales, and Northern Ireland that can be quite different from standard British English. However, it's worth noting that most speakers of British English can understand and communicate with each other regardless of their regional accent or dialect.

In the British English, *spelling* can also be difficult due to variations in British English, such as "colour" instead of "color," "centre" instead of "center," and "realise" instead of "realize." Spelling can also be a challenge for non-native speakers of English due to the variations in British English. While British English and American English share many spelling conventions, there are also some differences. For example, words like "colour" and "centre" are spelled with a "u" in British English, but without a "u" in American English. Similarly, words like "realise" and "organise" are spelled with an "s" in British English, but with a "z" in American English.

These differences in spelling can sometimes lead to confusion or errors for non-native speakers. However, most English language learners are taught both British and American English spelling

conventions, so they can understand and use both forms of the language.

2) American English

In American English, *pronunciation* can be difficult because of the many different regional accents in the United States, such as the Boston, New York, and Southern accents. The United States also has a wide variety of regional accents, which can sometimes make it challenging for non-native speakers to understand different speakers. Accents such as the Boston, New York, and Southern accents, as well as others like the Midwestern and Californian accents, can vary in pronunciation, intonation, and vocabulary. These differences can sometimes make it difficult for non-native speakers to understand what is being said. However, as with British English, most speakers of American English can understand and communicate with each other regardless of their regional accent. In addition, many English language learners are exposed to a variety of accents in their studies, which can help them develop the skills to understand different speakers.

American English can also have more colloquial or slang terms than other dialects, which can be confusing for non-native speakers. American English does have a large number of colloquial and slang terms that are unique to the dialect. These terms can be challenging for non-native speakers to understand because they often have very specific meanings that may not be immediately clear. Additionally, the use of colloquialisms and slang can also vary by region and even by social group, making it even more difficult to learn and use them correctly. However, most English language learners are exposed to colloquial and slang terms as part of their language studies, and

immersion in American culture can help them develop a better understanding of these terms.

There are also differences in vocabulary between American and British English. For example, Americans use the word "truck" while the British use "lorry," and Americans use "apartment" while the British use "flat."

3) Australian English

In Australian English, *pronunciation* can be challenging due to the distinct Australian accent, which can involve changes in vowel sounds, such as "mate" pronounced as "maaaaaate." Australian English is known for its distinct accent, which can make pronunciation challenging for non-native speakers.

One of the main features of the *Australian accent* is the way vowel sounds are pronounced. For example, the vowel sound in words like "trap" and "cat" is pronounced differently in Australian English than in other varieties of English, such as American or British English. In Australian English, this sound is pronounced with a more open mouth and a slightly longer duration, making it sound more like the vowel sound in "father" or "car". Similarly, the vowel sound in words like "price" and "fly" is also pronounced differently, with a more closed mouth and a shorter duration, making it sound more like the vowel sound in "face" or "eye".

Other distinctive features of the *Australian accent* include the way certain consonants are pronounced, such as the "r" sound, which is often pronounced more prominently in Australian English than in other varieties of English. Additionally, there are also some unique Australian slang words and phrases that can add to the challenge of understanding and speaking the language.

Australian English has a *unique vocabulary*, with some words and phrases borrowed from Aboriginal languages or influenced by Australian slang. Australian English has a rich and unique vocabulary that reflects the country's history and culture. Some words and phrases in Australian English have been borrowed from Aboriginal languages, such as "kangaroo", "boomerang", and "wallaby". These words are now commonly used in English around the world, but their origins can be traced back to Indigenous Australian languages.

Australian English is also known for its *slang*, which includes many words and phrases that are not commonly used in other varieties of English. Some of these slang words have become popular around the world, such as "mate" (meaning friend) and "barbie" (meaning barbecue). Other Australian slang words and phrases are more unique to the country, such as "fair dinkum" (meaning honest or genuine), "she'll be right" (meaning everything will be okay), and "dunny" (meaning toilet).

In addition to Aboriginal languages and slang, Australian English has also been influenced by the country's geography and history. For example, words and phrases related to Australian flora and fauna, such as "eucalyptus", "wombat", and "kookaburra", are commonly used in Australian English. Similarly, words and phrases related to Australian history, such as "convict" and "bushranger", are also part of the country's unique vocabulary.

Spelling can also be a challenge due to variations in Australian English, such as "centre" instead of "center," "organise" instead of "organize," and "programme" instead of "program."

Overall, learners of English should be aware of these differences and be prepared to adapt to the specific dialect they are studying or encountering.

e. Problems in Minimal Pairs or Minimal Sets

Minimal pairs or minimal sets are pairs or sets of words that differ by only one sound, such as "cat" and "bat." These can be challenging for learners because a small change in sound can completely change the meaning of a word. Here are some problems that learners may encounter when studying minimal pairs or sets:

Problem in minimal pair can be *pronunciation*. The most obvious problem is that learners may have difficulty distinguishing between similar sounds in the language they are learning. For example, the difference between the "l" and "r" sounds can be challenging for Japanese learners of English because these sounds do not exist in Japanese.

Problem in minimal pair can be in *listening comprehension*. When listening to native speakers, learners may have difficulty distinguishing between minimal pairs or sets. This can be especially challenging when the speaker is using a regional accent or dialect that the learner is not familiar with.

Problem in minimal pair can be in *vocabulary acquisition*. Minimal pairs or sets can also make it difficult for learners to acquire new vocabulary. If a learner confuses the sounds in a minimal pair or set, they may not fully understand the meaning of a word or may use the wrong word in conversation.

Problem in minimal pair may be in *spelling*. Minimal pairs or sets can also be challenging for learners when it comes to spelling. If a learner confuses the sounds in a word, they may also have difficulty spelling it correctly.

2. Factors Causing the Phonological Problems in English Language Learning

a. Linguistic Factors

According to Pratiwi and Surono (2022) concerning linguistic factors, phonological problems can be caused by some related factors:

- 1) There are different elements in the sound system between the native and the foreign language,

It can be said that varied sound system elements between a native language and a foreign language imply a unique phoneme sound that only exists in the original language (English) and not in a foreign language (Indonesian). Indonesia language generally does not have all English sound. English has sound /θ/, /ʃ/, /ð/ which are not found in Indonesian phonemes. Some EFL Learners still unfamiliar with those sounds, thus they tend to replaced the sound with the closest sound in their mother tongue. It is supported by Komariah (2018) who noticed that pronunciation errors can be caused by the absence of sound in their mother tongue, it make them to replace the sounds into the nearest neighbouring sound that they can find in their mother tongue's sound system. For example, consonant /θ/ does not exist in Indonesian. Thus, the sound is unfamiliar for indonesian people. Learners pronounced the word Athlete /'æθlit/ with /'atli:t/. The replacement of consonant sound /θ/ with consonant sound /t/ occurs because the consonant sound /θ/ is an unfamiliar sound in Indonesian phonetic system.

- 2) There are sounds that have the same phonetic features in both languages but differ in their distribution

In English those stops occurs in utterances initial, medial, and final position. The words final position b, d, and g in Indonesian such as in sebab,

abad, grobag, but they are pronounced as voiceless stops, that is [p], [t], and [k] respectively. As a result, students in Indonesia frequently do not distinguish between words like bed and bet, pig and pick, and taxi and cap.

- 3) There are similar sounds in the two languages which have different variants or allophones

It is clear that various allophones or variants refer to the numerous categories of allophones that exist between native and foreign languages as well as how to pronounce each allophone. There are numerous allophones or variants for similar sounds in the two languages. The phonological problem happened in consonant sound /f/ where it got replaced by consonant sound /p/. The problems happened in the medial position of the word as in /'maikrə,foun/.

b. Non-Linguistic Factors

Non-linguistic factors come from the external causes such lack of motivation, learners' age, and environmental background;

- 1) Lack of motivation

One of the non-linguistics factors that cause the problem in phonological is lack of motivation. Some learners agree that they do not have enough motivation to make their pronunciation better. It is caused on by their lack of interest in learning English, and they find it extremely challenging to learn the language. Some students believe that pronunciation is not necessary. Their motivation will help them to pronounce words clearly. If they have motivation to be good at pronunciation, of course they are willing to learn about how to make a correct pronunciation which can be practiced by studying phonetics and phonology.

2) Learners' age

Pronunciation is considered to be the most difficult parts of a language for adult learners to master. It's because younger students can learn the sound system more quickly, whereas adult learners may find it more difficult to learn because of their advanced age.

Some researchers argue that, after puberty, lateralization (the assigning of linguistic functions to the different brain hemisphere) is completed, and adults' ability to distinguish and produce native-like sounds is more limited (Zhang and Yin, 2009).

3) Environmental background

This happens to students because there is nothing around their environment that supports them in increasing their production both inside and outside the classroom. For example: they just use Indonesian language when they speak to each other. Environment has a big influence in supporting students' pronunciation. Students who are often exposed to an English-speaking environment, will get used to speak in English and usually have good pronunciation like native. On the other hand, students who have never been surrounded by English will have difficulty recognizing English sound systems, especially sounds that are not found in their mother tongue.

C. Implication: The Implications of Phonology in Language Teaching

In English language learning, it is important for EFL teacher to teach students on how to pronounce English words properly. This is due to the listener being misled if the words are mispronounced. As a result, EFL teachers need to be knowledgeable with English phonology.

Phonology is the studies of sounds pattern in particular language. Since that many EFL teachers mispronounce English words and establish them in their students, this field of language is crucial. For example, the word "great" which is supposed to be pronounced /greit/ is pronounced /grit/, the word 'answer' which is supposed to be pronounced /ænsə/ pronounced /ænswər/. Therefore, in pronouncing English words, EFL teachers must be familiar with places of articulation in English such as: stop, fricative, affricative, nasal, and liquid. Moreover, the EFL teacher must know the manner of articulation as well such as: glide, labial, labiodental, interdental, alveolar, velar, and glottal.

By knowing these features will help teachers reduce English word pronunciation mistakes. Further, phonology is not always about pronouncing English correctly but it also covers stress, pitch and intonation. Stress, pitch, and intonation in English give different color to the words uttered. For instance, in conversation, to form question, it is not necessarily required in form of question. For instance "so, you are leaving?" Pitch, stress, and intonation should be introduced to students early on since this will improve their ability to speak English fluently and naturally. Teachers should exercise caution when choosing the appropriate stress level because doing so might impact the word's classification or even its meaning.

Knowing about the phonological problem is also important because it can make us aware about our pronunciation. By knowing the phonological problems, the teacher can find out the mistakes in phonolgy that often faced by the students in pronouncing English word, so that the teacher can emphasize on teaching phonetics and phonology in language learning.

D. Conclusion

To improve pronunciation, learners with Banjarese language background can practice listening to and repeating English sounds, using resources such as pronunciation guides,

audio recordings, and language-learning apps. They can also work with a tutor or take a pronunciation class to receive feedback and guidance on their pronunciation.

These errors may be due to the learners' difficulty in distinguishing and producing the different vowel sounds in English, especially those that are not present in Banjarese. With practice and guidance, learners can improve their pronunciation of English vowel sounds. It is important to note that the exact number of English vowel sounds may vary depending on the accent and dialect of the speaker.

Banjarese speakers may find it difficult to understand the reason for the presence of silent letters and to remember which letters are silent in which words. This can lead to errors in pronunciation and spelling. It is important for Banjarese speakers learning English to practice and familiarize themselves with the rules regarding silent letters in English words.

The phonological problems faced by the learners in English language learning occur due to several related factors. It is divided into two categories namely linguistic problem consists of the different elements in the sound system between the native and the foreign language, the sounds that have the same phonetic features in both languages but differ in their distribution, and similar sounds in the two languages which have different variants or allophones. Non-linguistic problem consist of lack of motivation, learners' age, and environmental background.

To overcome these problems, learners should focus on practicing pronunciation and listening comprehension, as well as studying vocabulary in context to better understand how to use words correctly. Learners can also use language learning tools such as flashcards, word games, and online quizzes to help them practice and reinforce their knowledge of minimal pairs or sets.

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CHAPTER

3

PRONUNCIATION PROBLEMS IN THE ENGLISH LANGUAGE LEARNING

Muhammad Rizqi Yoga Mahendra

A. Introduction

English is widely accepted as a communication medium and occupies a prominent place in the curriculums of schools, colleges, and universities that teach English as a foreign language. To engage themselves in life skills, Indonesian students need to learn English as a foreign language. (Zhang & Yin, 2009) When learning a language, there are many things to study including vocabulary, grammar, reading, writing and speaking. Good speaking requires good pronunciation (Ellis, 1997). Knowing grammar and vocabulary is important for students, but they need to pronounce those structures or words correctly. Besides, students should aim for good pronunciation. Though many Indonesians struggle with foreign language acquisition, one of the most significant challenges is pronunciation. Many students may find that pronouncing words is a barrier to effective communication. More importantly, pronunciation is a critical component of oral communication (Berry, 2021). Thus, without correct pronunciation, verbal communication can be done inadequately and can be rigorously impaired.

Pronunciation has been indicated as one of the most crucial aspects in English learning that related to the learners' skill. The spread of English throughout the world has led to an increase in English speakers, this has resulted in many different

ways of pronouncing it according to the influence of the mother language of each speaker. In this context, there are several problems that can arise due to pronunciation in English language learning. According to Fatchul Mu'in in his book entitled *Language in oral production perspectives*, pronunciation problem is basically caused by the difference phonology of the non-native speakers' native language from that of English language. The language used in daily communication is very influential on students' abilities in pronunciation. The language used from childhood also influences the pronunciation of words in English. For the example in Indonesia the language used only has 5 kinds of vowels while in English there are more kinds of vowels and with quite different pronunciation from vowels in Indonesia. This is also one of the obstacles for students in understanding how to pronounce words in English, moreover in English there are also many consonants that have affix sounds behind them while in Indonesia there are rarely consonants that use sound affixes, this greatly affects the fluency of learning. In addition to the above, the factor that also influences is the environment around the student, this is quite a big influence in the process of learning English pronunciation, because they are not used to saying words in English, at the beginning of the learning period students have quite a hard time mastering it, but this can be overcome by habituation in school and family environment so that students can more easily get used to saying words in English.

According to Berry (2021), the sound system is a system of speech units that learners need to pronounce clearly and correctly. The ability to speak English embodies the correctness of pronunciation and intonation and directly affects communication in conversation. English pronunciation has recently received more attention from language teachers and researchers who are interested in the learning and teaching of English as a second or foreign language. This paper is probably aimed at describing many learning problems related to speech

sounds or pronunciation. In fact, the correct pronunciation of words is largely dependent on speech sounds pronunciation. As a result of this fact, it appears that pronunciation problems of English speech sounds could negatively affect the meaning of words, leading to difficulty in understanding them.

The oral production is primarily concerned with the pronunciation of utterances in a language. This involves the production of speech sounds, the organization of those sounds into syllables and words, and the appropriate intonation, stress, and rhythm of speech. When we speak, we use our vocal organs, such as the lips, tongue, vocal cords, and airways, to produce sounds that are perceived by others as speech. The way we pronounce words can vary greatly from one language to another, and even from one dialect to another within the same language.

Furthermore, the pronunciation of a language can affect its intelligibility, meaning how well speakers of one language can understand speakers of another language. In order to communicate effectively with speakers of a different language, it is important to develop good pronunciation skills and to be able to produce sounds and intonation patterns that are similar to those used by native speakers of the language. In short, oral production is a crucial aspect of language, as it is the primary means through which we communicate with one another, and accurate pronunciation is a key component of effective communication.

Pronunciation is how a language is spoken (Hornby, 2005). By pronouncing some words, people utilize a language they can communicate with others, as pronunciation is how the language is spoken. Pronunciation is the production of powerful sounds used by a particular language as part of the code of the language and used to achieve meaning in context (Seidlhofer, 1994). This means that pronunciation is the speech production that creates meanings. Pronunciation is one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve the

understanding of pronouncing correctly (Szynalski, n.d.). When speaking English, the speakers and the listeners have a mutual communication relationship. They affect each other so that the listeners can grasp the message of what is said, and the speakers have to speak with correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will need clarification caused of incorrect pronunciation. This is because speech sounds in a language are distinctive units, and different sounds can lead to different meanings (Yule, 2010). The sound of language is studied in the so-called phonology.

Pronunciation problems will arise because, principally, a language is always spoken. This statement implies that all people worldwide, regardless of their race or ethnic group, always speak a language. This means that they always have a way of communicating ideas by using sounds that are produced by their speech organs.

Human language is an oral-auditory communication system. Why? Oral-auditory communication has many advantages over other possible means of communication. First, a speaker and a listener do not need an instrument, as writers and readers do. This is to say that writers and readers need writing implements and written texts. A speaker and a listener do not look at one another, as the deaf using hand gestures language do. One can speak and listen while carrying out other activities if they do not involve the mouth and the ear (Taylor, p. 6).

Oral-auditory communication has some weaknesses. One area for improvement is that people cannot converse directly at distances over fifty feet. Another weakness is that speech signals are gone without a trace as soon as uttered. Nowadays, spoken language can be recorded using a tape recorder. Additionally, pronunzioan problems are influenced by speech disordera. Speech disorders can have a variety of causes, which may include: *developmental delays, neurological conditions, structural abnormalities, hearing loss, and psychological factors*

Some speech disorders may arise due to delays in the normal development of speech and language skills. This can be caused by a range of factors, including genetic factors, environmental factors, or hearing loss.

Developmental delays in speech and language skills can be caused by a range of factors, including genetic factors, environmental factors, or hearing loss. *Genetic factors* can play a role in the development of speech disorders. For example, some speech disorders may run in families, suggesting a genetic component. Certain genetic syndromes, such as Down syndrome, may also be associated with speech and language delays. *Environmental factors* can also impact the development of speech and language skills. Children who grow up in environments with limited exposure to language, or who experience neglect or abuse, may be at higher risk for speech and language delays. Additionally, exposure to toxins or infectious diseases during pregnancy or early childhood can also impact speech development. *Hearing loss* is another factor that can contribute to speech and language delays. Children with hearing loss may have difficulty hearing and learning speech sounds, which can impact their ability to develop speech and language skills. It is worth noting that developmental delays in speech and language skills are common in children and can vary widely in severity and underlying cause. Early intervention and treatment can be effective in helping children overcome speech and language delays and improve their communication skills.

Speech disorders may also be caused by neurological conditions that affect the parts of the brain involved in speech and language production, such as stroke, traumatic brain injury, Parkinson's disease, or cerebral palsy.

Neurological conditions that affect the parts of the brain involved in speech and language production can lead to speech disorders. *Stroke* is one example of a neurological condition that can cause speech disorders. Depending on the location and severity of the stroke, individuals may experience difficulty

with speech production, language comprehension, or both. *Traumatic brain injury* (TBI) is another example of a neurological condition that can lead to speech disorders. TBI can damage the areas of the brain involved in speech and language production, resulting in difficulty with speech production, language comprehension, or both. *Parkinson's disease* is a degenerative neurological disorder that can also affect speech production. Individuals with Parkinson's disease may experience changes in their voice quality, volume, or articulation, as well as difficulty with the timing and coordination of their speech movements. *Cerebral palsy* is a condition that affects movement and posture and is often caused by damage to the developing brain. Depending on the type and severity of cerebral palsy, individuals may experience difficulty with speech production due to issues with muscle control or coordination.

Treatment for speech disorders caused by neurological conditions will depend on the specific condition and underlying cause of the speech disorder. In some cases, medication or surgical intervention may be necessary, while in other cases, speech therapy may be the primary treatment approach.

Abnormalities in the structures of the mouth, throat, or vocal cords can also lead to speech disorders. For example, cleft palate or other structural abnormalities in the mouth or throat can affect speech production. Abnormalities in the structures of the mouth, throat, or vocal cords can also lead to speech disorders. *Cleft palate* is a common example of a structural abnormality that can affect speech production. *A cleft palate* is a birth defect in which there is a gap or opening in the roof of the mouth, which can make it difficult for individuals to form certain speech sounds correctly. *Other structural abnormalities in the mouth or throat, such as enlarged tonsils or adenoids, or a deviated septum,* can also impact speech production. In some cases, these structural issues may interfere with the ability to produce certain speech sounds or affect the resonance or quality of the voice. *Vocal cord nodules, polyps, or other growths on the vocal cords*

can also cause speech disorders. These growths can interfere with the vibration of the vocal cords, leading to changes in voice quality or pitch, or making it difficult to produce certain speech sounds.

Treatment for speech disorders caused by structural abnormalities will depend on the specific condition and underlying cause of the speech disorder. In some cases, surgical intervention may be necessary to correct the structural issue, while in other cases, speech therapy may be the primary treatment approach to help individuals learn to produce speech sounds correctly despite the structural abnormality.

Hearing loss can affect speech development and production, particularly in children who rely on hearing to learn language. Hearing loss can affect speech development and production, particularly in children who rely on hearing to learn language. When children are born with hearing loss or experience hearing loss at a young age, they may have difficulty hearing speech sounds and learning language. This can lead to delays or difficulties in speech development and production, as well as in language comprehension and production. Children with hearing loss may have difficulty hearing certain speech sounds, such as high-pitched or soft sounds, and may have difficulty distinguishing between similar-sounding words. This can make it challenging for them to produce speech sounds correctly and to learn and use language effectively. Early intervention is crucial for children with hearing loss to help them develop speech and language skills. Treatment options may include hearing aids, cochlear implants, or other assistive listening devices to improve hearing, as well as speech therapy to help children learn to produce speech sounds correctly and develop language skills. It is also important for parents, caregivers, and educators to create a supportive and communicative environment for children with hearing loss, including providing visual cues and using visual aids to supplement spoken language. With appropriate intervention and support,

children with hearing loss can develop effective communication skills and thrive in their personal and academic lives.

Psychological factors such as anxiety, stress, or emotional trauma can also affect speech production and may contribute to speech disorders. Psychological factors such as anxiety, stress, or emotional trauma can also affect speech production and may contribute to speech disorders. For example, individuals with social anxiety disorder may experience difficulty speaking in social situations or performing in front of others, which can impact their ability to communicate effectively. Stress or emotional trauma can also lead to changes in speech production, such as changes in pitch, rate, or tone of voice. In some cases, psychological factors can contribute to the development or persistence of speech disorders, such as stuttering or cluttering. For example, individuals with stuttering may experience increased stuttering when they are anxious or stressed, or may develop social anxiety related to their stuttering.

Treatment for speech disorders related to psychological factors may involve a combination of approaches, such as speech therapy to improve speech production, as well as counseling or therapy to address underlying psychological factors. For individuals with social anxiety or performance anxiety related to speaking, cognitive-behavioral therapy (CBT) or exposure therapy may be effective in reducing anxiety and improving communication skills.

B. Pronunciation Problems

1. Definition of Pronunciation

Pronunciation is how we speak a language. how to pronounce words. the way people pronounce the words of their language (Hornby, 1987:497). Pronunciation refers to how we create the tone we use to create meaning when we speak. This includes the special consonants and vowels of the language (segments), linguistic aspects beyond the level of the individual segments. Emphasize, timing, rhythm,

intonation, phrases (hyper-articulate aspects), and vocalizations (speech quality).

Pronunciation is a sound humans make. Perhaps, pronunciation has two features that students need to master. Nunan (2013) observed two features of pronunciation, first is segmental phonology, which is concerned with particular sounds, sound combinations, or the placement of particular sounds and Segmental phonology is divided into consonants and vowels.

According to Reed & Levis (2019), It has been argued that segmental features are more important to intelligibility and should therefore be given priority in pronunciation teaching. Pronunciation has a phonemic chart to understand pronunciation better. This phonemic chart or table can help students learn, define pronunciation easier and understand pronunciation deeper. Learners of foreign languages use the International Phonetic Association to find out how certain words are pronounced. Each IPA symbol represents a sound. It is an extremely helpful tool for people learning to speak another language, especially English. Pronunciation is a part of speaking that is rarely noticed by teachers and students.

Pronunciation problems can arise when a speaker needs to become more familiar with the sounds and sound patterns of a language they are trying to learn. Since language is primarily a spoken medium, it is important to produce and understand the sounds of the language accurately to communicate effectively with others. Pronunciation problems can occur for various reasons, including differences in the sound systems of the speaker's native language and the language they are trying to learn, as well as individual differences in speech production and perception. Identifying and addressing these issues is an important part of language learning and can help learners to improve their communication skills and develop more accurate and fluent pronunciation.

Gilakjani (2012:119) considers that pronunciation is a set of habits that produce sound. The habit of making a sound is obtained by repeating it over and over again by correcting it if it is mispronounced.

From the explanation previously, the writer concludes that pronunciation is the way person utters a word or language.

2. Factor Influencing Pronunciation

Various studies on pronunciation have revealed that there are many factors that influence English as a Second Language (L2) pronunciation. Kenworthy conducted a study and concluded that a learner's age, exposure, innate speech ability, identity, linguistic ego, motivation, and interests are factors that influence pronunciation during second language acquisition. (Kenworthy, 1987). A learner's attitude towards pronunciation, known as the Pronunciation Attitude Inventory (PAI), is an important variable related to the acquisition of English as a Second Language (L2) pronunciation. Overall, it is difficult to provide a complete list of factors that influence pronunciation during second language acquisition.

Therefore, linguists have divided these factors into two main types, that is, internal and external factors. Internal factors are Native language, Age, and Innate phonetic ability. External factors are Exposure, Identity and language ego, and Motivation and concern for good pronunciation.

a. Internal factors

1) Native language

It is clear that the main factor influencing a learner's pronunciation is the important role of the mother tongue. All the world's languages contain a wide range of phonological elements. These variations make it difficult for learners to pronounce well in the target language. A learner's awareness and effort to overcome these problems, as well as familiarity with

their native language phonetic system, can therefore go a long way in improving their English pronunciation.

2) Age

Generally speaking, children under the age of puberty have the ability to maintain perfect or native-like pronunciation in a foreign or second language if they have continuous exposure to authentic contexts. Beyond the age of puberty, also known as a critical period, the acquisition of the normal language would be impossible. However, adults may also be able to attain a native accent as children do. Research by Singleton (2005) also concluded that it remains unclear whether the critical period hypothesis is likely to be considered as a logical hypothesis for acquiring perfect native pronunciation due to many controversies surrounding this critical period.

3) Innate phonetic ability

Innate phonetic ability is sometimes called phonetic coding ability (Brown, 1992). It is generally believed that some language learners can distinguish between two sounds more accurately and imitate sounds better than others. In many cases, learners who were born and lived in an English-speaking environment are more likely to acquire and be exposed to native pronunciation than those who are not. However, not all learners who were born and lived in native-speaker environments can always achieve native pronunciation. Learners are born with different vocal skills, biology, and physiology. So, whether or not we sound like a native her speaker depends a lot on how much we are exposed to the target language every day.

b. External factors

1) Exposure

The social environment is very important as it gives the learner the best exposure to the target language. Language learning theories such as Postovsky (1974), Asher (1977), and Krashen (1982) state that learners acquire language through input and that "whatever the L2/target language learner is, (Saville-Trolke, 2006, p. 74) Before they speak. When effective, exposure to the target language is a determinant of a learner's success. The learner is given ample opportunity to receive adequately comprehensible information. Someone will need to navigate through opportunities in and out of the classroom, such as: Surrounded by input in the target language, in a language lab or learning center, experience a sample of an authentic oral conversation by a native speaker of the target language.

2) Identity and language ego

Speakers' attitudes

Speakers' attitudes toward the target language and the extent to which the language's egos identify with them are another important factor influencing pronunciation learning. Speakers use language to indicate their identity and belonging to a particular socio-cultural environment. Proficiency in the target language is paramount to behaving positively towards those who communicate using that target language. More importantly, the language ego also plays a central role in helping learners acquire native pronunciation in the target language and become confident in using it. A great deal of pronunciation-related research on the relationship between identity and language ego and pronunciation suggests that learners with positive attitudes and openness to the target language, and those who speak the target

language, learn faster and improve their pronunciation. (Ahmed, 2017; Brown, 1992).

3) Motivation and concern for good pronunciation

This is probably the strongest influence of all six factors. Some learners achieve native pronunciation when their intrinsic motivation is high. On the other hand, if one does not pay too much attention to your pronunciation, hr may not be motivated to perform well. Several studies consider motivation to be an essential factor in acquiring good pronunciation (Luchini, 2006; Ute & Christiane, 2000).

3. Pronunciation problems

Pronunciation problems can arise for a variety of reasons, such as: accent, phonetic awareness, tongue and mouth placement, language exposure, and speech disorders.

4. Problem of Accent

An accent is how a person pronounces words and speaks a language, influenced by their regional or cultural background. It can include differences in pronunciation, rhythm, intonation, and stress patterns and can be influenced by a person's first language, geographic location, and social and cultural background. As a result, an accent can be a distinct part of a person's identity and vary widely across different regions and cultures.

The accent is one of the most common reasons for pronunciation problems, particularly for individuals learning a new language or speaking a dialect or regional variety of a language. Accent refers to the distinctive way a person speaks a language, which can be influenced by their native language, regional background, or other factors. As a result, individuals with different accents may need help understanding each other's pronunciation.

People from different regions or countries may have different accents, affecting word pronunciation. Sometimes, these differences in accent can lead to miscommunication or difficulty understanding each other. Likewise, people from

different regions or countries may have different accents that can affect how they pronounce words. While these differences can be interesting and add richness to language, they can sometimes lead to miscommunication or difficulty understanding each other, especially in situations where clear communication is essential, such as in business, education, or healthcare. For example, a person from the United States may need help understanding someone from England, even though they both speak English, because of differences in pronunciation and vocabulary.

Similarly, a person from China may need help understanding someone from Brazil, even though they both speak Portuguese, because of differences in accent and regional variations in the language. Therefore, it is important to be patient and respectful when communicating with people from different backgrounds and to make an effort to understand their unique way of speaking.

Stressing individual words incorrectly. When second language speakers talk to native English speakers, this will be the number one reason why they misunderstand the words of second language speakers. It is very difficult for native English speakers to 'translate' a word pronounced as 'fUtUre' to the way they pronounce it, 'futURe'. Non-native English speakers don't have as much of a problem with this, and will probably still understand what the other non-native English speaker trying to say. The learners should listen carefully to the way people around pronounce the words. If hear a pronunciation that is different from the way someone pronounces it, check the dictionary (even if it's a common word) to be sure that the stressing is correct. Some commonly mis-stressed words that appear (with proper stress in capitals) include: AFter, breakOUt, yourSElf and anOTher

5. Phonemic Problems

A phoneme is the smallest unit of sound in a language that can change the meaning of a word. In other words,

phonemes are the individual speech sounds that are used to create words in a language. For example, the word "cat" in English consists of three phonemes: /k/ /æ/ /t/. If any one of these sounds were changed, the meaning of the word would also change (e.g., changing /k/ to /p/ would result in the word "pat").

Phonemes can be difficult for non-native speakers to distinguish and produce, as they can vary in subtle ways depending on the language and dialect being spoken. However, understanding phonemes is an important part of learning to speak and read a language fluently.

Speech sounds, also known as phonemes, are the basic units of sound that make up a language. They are the smallest units of sound that can change the meaning of a word. For example, the words "bat" and "cat" differ in meaning by just one phoneme, the initial consonant sound /b/ and /k/, respectively.

There are two types of speech sounds: vowels and consonants. Vowels are produced when the air passes through the vocal cords and is shaped by the mouth and tongue to produce a specific sound. Conversely, consonants are produced by blocking or restricting airflow in the mouth.

There are 44 phonemes in the English language, which include 20 vowel sounds and 24 consonant sounds. Different languages may have different phonemes or may use them in different ways. Phonemes are important because they allow us to distinguish between different words and understand spoken language's meaning.

Phonetic awareness is another factor that can affect pronunciation, particularly for individuals not exposed to a particular language's sounds and rhythms. Phonetics studies speech sounds, including how they are produced, perceived, and combined to create words and sentences. Individuals without strong phonetic awareness may need help distinguishing between different sounds or reproducing them accurately. Phonemic awareness is hearing and

distinguishing between different sounds in language. Some people may have difficulty with phonemic awareness, making it harder to pronounce words accurately.

Phonemic awareness is hearing and distinguishing between different sounds in language. It is a crucial skill for developing reading and writing abilities and learning to speak a language accurately. Some people may have difficulty with phonemic awareness, making it harder to pronounce words accurately. For example, in English, the words "cat" and "bat" differ by only one phoneme: the word's initial sound. Someone with difficulty in phonemic awareness may need help distinguishing between the two sounds, which can lead to mispronunciation of words or difficulty in understanding spoken language. Improving phonemic awareness can help individuals improve their pronunciation and language proficiency. Some ways to improve phonemic awareness include practicing listening exercises, working on rhyming and sound identification activities, and focusing on pronouncing individual sounds and syllables.

Phonemic unawareness can lead to phonemic or phonological interference phenomena in language learning (Weinreich, 1968; Mackey, 1972). Phonemic awareness refers to distinguishing and manipulating individual sounds, or phonemes, in a language. When learners are phonemically unaware, they may struggle to hear or produce the distinct sounds of a language, which can result in difficulty in pronouncing and spelling words accurately.

Phonemic or phonological interference phenomena occur when the sounds of the learner's native language interfere with their ability to hear or produce the sounds of a new language. For example, a learner whose native language does not have a certain sound may substitute it with a similar sound, resulting in pronunciation errors. Similarly, learners may struggle to distinguish between

similar sounds in the new language because they do not perceive the difference in their native language.

Phonemic or phonological interference phenomena can be particularly challenging for language learners because they can affect both comprehension and production of language. However, with targeted instruction and practice, learners can improve their phonemic awareness and reduce the impact of interference phenomena on their language learning. This can include explicit instruction on the sounds and sound patterns of the new language, as well as focused practice on distinguishing and producing individual phonemes.

Phonological interference can be defined as the use of the phonological element of one language when pronouncing another. At the phonological level, the interference problem concerns how a speaker perceives and reproduces the sounds of one language in terms of another. This interference occurs in the speech of bilinguals because there are different elements in the sound system between one language and another or between native and foreign languages. In some cases, the native and foreign languages have similar sound and grammatical systems. However, in most cases, both languages have differences in sound or grammatical systems. Different elements in the phonological system between both languages may be of several kinds.

William F. Mackey Jr. suggests that interference refers to using features belonging to one language while speaking or writing another (Fishman, 1974). It refers to the negative influence of the learner's native language on the learning and use of a second language. Interference can occur in many aspects of language learning, including pronunciation, grammar, vocabulary, and discourse. Interference can be caused by various factors, such as differences in sound and word systems between the learner's native and second language and differences in cultural and social norms surrounding language use. For example, learners whose

native language has a different sound system from the second language may struggle to produce or distinguish certain sounds, leading to pronunciation errors.

Interference can also occur in grammar and vocabulary. For example, learners may transfer patterns and structures from their native to the second language, resulting in errors and non-native-like language use. This can happen even when the structures and patterns are not shared between the two languages.

Some points affect the errors in using languages. First, before learning a foreign or second language, learners have mastered their first language and use it based on the system of the language. Each language has its system, which is different from other languages. Therefore, the system of the first language, which is different from the language system being learned, can cause language errors on the language being learned. Second, in learning a second or foreign language, the language of instruction used is the first language, so in learning the language, learners still think by using their first language. Third, interference may occur in the linguistic system, including phonology, morphology, syntax, and semantics. Moreover, interference may occur either in spoken or written languages.

6. Mispronunciation

Mispronunciation refers to pronouncing a word or sound incorrect, deviating from the standard or accepted pronunciation of a particular language or dialect. It can occur for various reasons, including lack of familiarity with a particular word, confusion about the correct pronunciation of a sound or word, or influence from a different language or dialect.

Mispronunciation can hinder effective communication and make it easier for listeners to understand the intended message. It can also lead to misunderstandings or confusion, particularly in professional or academic settings where clear communication is critical. However, it is important to note

that mispronunciation is common, and many people may mispronounce words or sounds at various points in their language-learning journey. With practice and feedback, it is possible to improve pronunciation and reduce the incidence of mispronunciation.

Tongue and mouth placement can also affect pronunciation, particularly for sounds that require specific tongue or mouth positions. For example, certain languages have sounds that require the tongue to be positioned in a specific way, such as the "rolled r" sound in Spanish. Individuals with difficulty with tongue and mouth placement may have difficulty accurately producing these sounds. In addition, proper pronunciation often requires specific tongue and mouth placements to produce certain sounds. Some people may need help with this aspect of pronunciation, which can lead to mispronunciation. People not exposed to a particular language or dialect may need help with pronunciation, especially if they need to become more familiar with the common sounds. In addition, some people may have speech disorders, such as apraxia or dysarthria, that affect their ability to pronounce words correctly. Various factors, including neurological conditions, developmental delays, or injuries, can cause these disorders. Overall, pronunciation problems can be caused by a wide range of factors, and the specific nature of the problem will depend on the individual and their particular circumstances.

Here are some common examples of mispronunciations in English:

- a. Pronouncing "th" as "f" or "v": For example, saying "free" instead of "three" or "wif" instead of "with".
- b. Pronouncing "w" as "v" or "wh" as "w": For example, saying "vat" instead of "what" or "wite" instead of "white".
- c. Pronouncing "r" incorrectly: For example, pronouncing "car" as "cah" or "bird" as "bid".

- d. Pronouncing "l" incorrectly: For example, pronouncing "pool" as "poo" or "milk" as "mik".
- e. Pronouncing "s" as "z": For example, saying "waz" instead of "was" or "frenz" instead of "friends".
- f. Pronouncing the ending "-ed" incorrectly: For example, saying "walked" as "woked" or "cleaned" as "cleand".
- g. Pronouncing unstressed vowels incorrectly: For example, saying "cuhffee" instead of "coffee" or "pahsta" instead of "pasta".
- h. Mispronouncing words borrowed from other languages: For example, saying "tortilla" as "tor-till-uh" instead of "tor-tee-ya" or "quesadilla" as "kwee-suh-dil-uh" instead of "ke-suh-dee-ya".

It is important to note that everyone makes pronunciation mistakes when learning a new language, and it is nothing to be embarrassed about. It is a natural part of the language-learning process! With practice and exposure to native speakers, we can improve our pronunciation over time.

Mispronunciations in a second language can often be attributed to the influence of a learner's native language system. This is because each language has its own unique set of sounds, which are produced differently by the speech organs (such as the tongue, lips, and vocal cords) in each language.

Both interlingual and intralingual factors can cause mispronunciation. Interlingual factors refer to the influence of the learner's native language on the pronunciation of the second language. Learners may transfer the sounds and sound patterns from their native language to the second language, resulting in mispronunciation. For example, learners whose native language does not have certain sounds or sound combinations may substitute them with similar sounds from their native language, leading to pronunciation errors. This condition results in what we call 'phonological interference' due to the use of the phoneme of

L-1 (the learner's native language) in L-2 (the language being learned by the learner). The following is an example of phonological interference made by English learners.

Indonesian and English have similar phonemes and phonetic representations. For example, both have /b/. In one case, it is pronounced in the same way. When it occurs in the initial position of *biru* and *bee*, the Indonesian phonetic system suggests pronouncing the word *biru* as [biru]. In contrast, the English one suggests pronouncing the word *bee* as [bi:]. Therefore, Indonesian speakers who speak English easily pronounce the phoneme /b/ when it occurs in the initial position of the word, like in *bee*.

A comparative study in phonological interference must be based on two languages' phonetic and phonological systems. At least three reasons can often support this. First, it is the existence of a given sound within the L-2, which is not found within the L-1. The unavailability of a phoneme in L-2 enables a speaker to use a similar but not the same phoneme of L-1. as an example, a phoneme /ð/ the word *thy* is phonetically realized as [tai] or [ti] instead of being pronounced as [ðai]. This is caused by the fact that the Indonesian language does not have a phoneme /ð/; therefore, an Indonesian speaker interferes with the use of [t] in pronouncing [ð]; and instead of pronouncing a word, then [θ en] he may pronounce as [den]. Second, two languages may have identical phonetic segments (phones) but have two different phonemic systems.

A phoneme is an abstract unit or a mental unit. We do not utter phonemes; we produce phones, the allophones of the language's phonemes. For example, in Indonesian, /g/ is realized phonetically as [g] in the initial and middle positions of words, such as in the words *gabah* (rice) and *tiga* (three). However, it is pronounced as [k] within the ultimate position of the word *sreg* (comfortable).

Thus, the three words are pronounced as [gabah], [tiga], and [srek]. In English, /g/ is a phoneme that is realized phonetically (pronounced) as [g] in all the initial, middle, and final positions. Both languages may have the same phonemes but differ in their distribution: in what position they may occur in an utterance. This difference in distribution may become a factor influencing the occurrence of interference when an Indonesian speaker pronounces a phoneme /g/ in the final position of a word.

Intralingual factors, on the other hand, refer to difficulties that arise within the second language. These may include difficulties distinguishing and producing certain sounds or producing the correct stress and intonation patterns of the language. For example, learners may struggle to distinguish between the English "r" and "l" sounds or use the appropriate stress patterns in words and sentences.

Both interlingual and intralingual factors can contribute to mispronunciation, and they often interact with each other. For example, a learner may have difficulty producing a certain sound in the second language due to intralingual factors but may also be influenced by the sounds and sound patterns of their native language, leading to further mispronunciation.

Addressing mispronunciation requires targeted instruction and practice on the second language's sounds, sound patterns, stress, and intonation. This can involve explicit instruction on the differences between the sounds and sound patterns of the two languages and focused practice on specific pronunciation skills and structures that are challenging for learners.

When learners try to produce sounds in a second language, they may inadvertently use the same articulatory movements they use in their native language, even if those movements are inappropriate for the sounds of the second language. For example, an Indonesian speaker may have difficulty pronouncing the "th" sound in English because this

sound does not exist in Indonesian, and the tongue position required to produce the "th" sound is different from the tongue position required for the Spanish "t" or "d" sounds.

However, it is important to note that not all mispronunciations are caused by native language interference. Other factors, such as lack of exposure to the second language, lack of practice, or even nervousness or anxiety, can also contribute to mispronunciations. That is why language learners need to practice speaking with native speakers, listen to native speakers, and receive feedback on their pronunciation to improve their skills over time.important to note that everyone makes pronunciation mistakes when learning a new language, and it is nothing to be embarrassed about. It is a natural part of the language-learning process! With practice and exposure to native speakers, we can improve our pronunciation over time.

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C. Improving Pronunciation Problems Through Language Exposure

Exposure refers to the learners' contact with the language they are trying to learn, either in general or with specific points in the language. It generally speaks, often referring to contacts outside the classroom. For example, a student who studies in a country where English is a native speaker has more opportunities to learn. One of the most important tasks of a teacher is to provide learners with appropriate examples of language in different contexts and from different speakers. As competent language speakers, teachers can provide useful examples and use natural input from tapes, television, videos, websites, magazines, and books.⁸

Language exposure is another factor that can affect pronunciation, particularly for individuals who have not been exposed to a particular language or dialect from an early age. However, research has shown that early exposure to a language is important for developing accurate pronunciation and other aspects of language proficiency.

Language exposure refers to a person's exposure to a particular language. This exposure can come from various sources, such as speaking with native speakers, watching movies or TV shows, listening to music or podcasts, reading books or articles, etc. When it comes to improving pronunciation problems, language exposure can be a very

⁸ <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/exposure>

effective tool (O'Grady, W., 2017).

The more a person is exposed to a particular language, the more they can pick up on the nuances of pronunciation. For example, they may notice how certain sounds are pronounced differently by native speakers or how words are stressed or intonated in particular contexts.

In order to improve pronunciation through language exposure, it is important to seek out authentic language sources. This means listening to and imitating native speakers rather than relying solely on textbooks or language-learning apps. It can also be helpful to focus on specific areas of pronunciation that are causing difficulties, such as vowel sounds or word stress.

In addition to exposure, it can also be helpful to receive feedback from a language teacher or native speaker. They can identify specific areas for improvement and guide how to improve pronunciation. Regular practice is also essential in order to develop muscle memory and make pronunciation improvements more automatic.

D. Improving Speech Disorders

1. Speech disorders

Speech disorders affect an individual's ability to produce sounds or patterns of speech that are clear and easily understandable to others. These disorders can affect people of any age and range from mild to severe. There are several types of speech disorders, including:

Articulation disorders involve difficulties pronouncing specific sounds or groups of sounds. This statement refers to speech sound disorders, which can make it difficult for individuals to pronounce specific sounds or groups of sounds correctly.

Speech sound disorders can affect both children and adults. Various factors, including developmental delays, hearing loss, neurological conditions, and structural abnormalities in the mouth or throat, can cause them.

Articulation disorders are speech sound disorders that affect an individual's ability to produce specific sounds, such as "r" or "s," accurately. Individuals with articulation disorders may substitute one sound for another, omit certain sounds, or distort sounds. Phonological disorders are another type of speech sound disorder that affects an individual's ability to correctly use the sound system of their language. Individuals with phonological disorders may have difficulty understanding the rules for combining sounds in words, resulting in errors such as leaving off the ends of words or replacing one sound with another.

In both cases, these difficulties in pronouncing specific sounds or groups of sounds can impact an individual's ability to communicate effectively and may require speech therapy or other interventions to address. For example, someone with an articulation disorder may have difficulty pronouncing the "r" sound or may replace it with another sound.

Phonological disorders involve difficulties understanding and using the sound patterns that make up words. For example, someone with a phonological disorder may have difficulty using correct verb tenses or plural forms.

Phonological disorders are speech sound disorders that involve difficulties understanding and using the sound patterns that makeup words. Individuals with phonological disorders may need help understanding the rules for combining sounds in words and may make errors in their speech, such as leaving off the ends of words, substituting one sound for another, or using incorrect verb tenses or plural forms.

For example, an individual with a phonological disorder may have difficulty producing the "s" sound at the end of words, resulting in errors such as saying "cat" instead of "cats" or "bus" instead of "buses." They may also have difficulty using correct verb tenses, such as saying "I

runned" instead of "I ran" or "I am goed" instead of "I went."

Various factors, including developmental delays, hearing loss, neurological conditions, and genetic factors, can cause phonological disorders. Treatment for phonological disorders typically involves speech therapy to help individuals learn and practice their language's sound patterns and rules.

Fluency disorders involve interruptions in the flow of speech, such as stuttering or cluttering. Therefore, this statement accurately describes fluency disorders characterized by interruptions in the flow of speech.

Stuttering is a fluency disorder in which the flow of speech is disrupted by repetitions of sounds, syllables, or words, prolongations of sounds, or blocks in which the speaker is unable to produce any sound at all. Stuttering may also be accompanied by physical tension or avoidance behaviors.

Cluttering is another fluency disorder that is characterized by rapid, irregular speech that is difficult to understand. People with cluttering may speak quickly and may pause in unusual places, making their speech difficult to follow.

Fluency disorders can be caused by a variety of factors, including genetic factors, neurological conditions, developmental delays, or psychological factors such as anxiety or stress. Treatment for fluency disorders typically involves speech therapy to help individuals learn strategies to manage their speech patterns, reduce tension and anxiety, and improve their communication skills.

The next is voice disorders. These involve abnormalities in the vocal cords or other parts of the voice box, resulting in changes in voice quality, pitch, or volume. This statement describes voice disorders, which are characterized by abnormalities in the vocal cords or other parts of the voice box that result in changes in voice quality, pitch, or volume.

Voice disorders can be caused by a variety of factors, including overuse or misuse of the voice, vocal cord nodules or polyps, neurological conditions, or structural abnormalities in the throat or voice box. Some common types of voice disorders include: vocal nodules or polyps, muscle tension dysphonia, spasmodic dysphonia, and puberphonia.

Vocal nodules or polyps are growths on the vocal cords that can cause hoarseness, breathiness, or a strained or rough voice. Vocal nodules and polyps are non-cancerous growths that develop on the vocal cords. These growths can cause various voice problems, including hoarseness, breathiness, a strained or rough voice, and a reduced vocal range. Vocal nodules and polyps can be caused by several factors, including overuse or misuse of the voice, chronic irritation or inflammation of the vocal cords, and vocal trauma. Singers, actors, and public speakers are particularly susceptible to developing these growths due to the demands on their vocal cords. Treatment for vocal nodules and polyps can vary depending on the severity of the growths and the extent of the voice problems they are causing. Treatment may include vocal therapy, rest and voice hygiene, medication, or surgery. It's important to consult a doctor or a speech-language pathologist if speakers are experiencing persistent voice problems, as early intervention can prevent the growths from worsening and potentially causing permanent damage to the vocal cords.

Muscle tension dysphonia is a condition in which the muscles around the voice box become tight, resulting in a strained or effortful voice. Muscle tension dysphonia (MTD) is a voice disorder that occurs when the muscles around the voice box (larynx) become tight or tense, resulting in a strained, effortful, or strained-sounding voice. This tension may be caused by various factors, such as vocal misuse, stress, anxiety, or muscle tension in other parts of the body. MTD can be diagnosed by a speech-language pathologist or

an otolaryngologist (ear, nose, and throat doctor) through a comprehensive voice evaluation. Treatment for MTD typically involves vocal therapy, which aims to help the individual identify and release tension in the muscles around the larynx, as well as teach proper breathing and voice production techniques. In some cases, medication or other medical interventions may also be recommended, depending on the underlying cause of the muscle tension. If left untreated, MTD can lead to further vocal problems and even permanent damage to the vocal cords. Therefore, seeking medical attention and working with a qualified voice therapist is crucial for effective management and resolution of MTD symptoms.

Spasmodic dysphonia is a neurological condition in which the muscles that control the voice box spasm or contract involuntarily, resulting in a strained or choppy voice. Spasmodic dysphonia (SD) is a neurological condition that affects the muscles that control the voice box (larynx). In SD, the muscles that open and close the vocal cords can spasm or contract involuntarily, causing interruptions in the flow of air and resulting in a strained, choppy, or strangled-sounding voice. SD is considered a rare condition, and its exact cause is not yet fully understood. However, research suggests that it may be related to a dysfunction in the basal ganglia, a part of the brain involved in motor control. Diagnosis of SD is typically made by an otolaryngologist or a speech-language pathologist through a thorough examination of the voice and larynx. Treatment for SD may involve various approaches, including botulinum toxin (Botox) injections into the affected muscles, speech therapy, and in rare cases, surgical intervention. While there is currently no cure for SD, proper management of symptoms through a multidisciplinary approach can significantly improve voice quality and communication abilities for those affected by this condition.

Puberphonia is a condition in which males continue to speak with a high-pitched or breathy voice after puberty. Puberphonia, also known as mutational falsetto, is a voice disorder that affects males, in which they continue to speak with a high-pitched or breathy voice after puberty, despite having gone through the normal physical changes that occur during puberty. Puberphonia is usually caused by an inability or reluctance to adjust to the changes in the vocal cords that occur during puberty, and can be classified as a type of functional dysphonia. The condition may be exacerbated by factors such as anxiety or emotional stress. Diagnosis of puberphonia is typically made by a speech-language pathologist through a comprehensive voice evaluation. Treatment for puberphonia usually involves voice therapy, which aims to teach the individual how to use their vocal cords and supporting muscles in a more appropriate manner, to produce a more mature and masculine-sounding voice. In some cases, psychological or emotional support may also be needed to address underlying anxiety or stress. With proper diagnosis and treatment, puberphonia can be effectively managed, allowing individuals to speak with a more mature and appropriate-sounding voice.

2. Treatment for voice disorders

Treatment for voice disorders typically involves a combination of speech therapy to improve vocal technique and reduce strain on the voice, as well as medical interventions such as surgery or medication in some cases: apraxia of speech and dysarthria.

Apraxia of speech is a motor speech disorder that affects the ability to plan and coordinate the movements necessary for speech. This statement accurately describes apraxia of speech, a motor speech disorder affecting an individual's ability to plan and coordinate the movements necessary for speech. Individuals with apraxia of speech have difficulty translating their thoughts into coordinated movements of

the mouth, tongue, and lips needed to produce speech. They may have difficulty with the timing, sequencing, and coordination of these movements, resulting in errors in speech production. Various factors, including stroke, traumatic brain injury, degenerative neurological diseases, or developmental delays, can cause apraxia of speech. It is often associated with damage to the parts of the brain that control speech production. Treatment for apraxia of speech typically involves speech therapy to help individuals improve their ability to plan and coordinate the movements necessary for speech. Therapy may include exercises to improve oral motor skills and strategies to improve communication and compensate for difficulties in speech production. Alternatively, alternative communication methods such as sign language or assistive devices may also be used.

Dysarthria is a motor speech disorder that results from damage to the nerves or muscles involved in speech production. It can affect the speed, strength, and coordination of speech movements. Speech disorders can significantly impact an individual's ability to communicate effectively and affect their social, emotional, and academic development. Speech therapy is a common treatment for speech disorders and can involve various techniques and exercises to improve speech production and communication skills. Speech disorders, such as apraxia or dysarthria, can also affect pronunciation. These disorders can result in difficulty coordinating the movements of the mouth, tongue, and other speech muscles, making it difficult to produce accurate speech sounds.

3. Speech disorders can be improved through various methods
Various methods can improve speech disorders, depending on the specific disorder and its underlying causes. Here are some common ways speech disorders can be improved: speech therapy, assistive technology, oral-motor therapy, language therapy, behavioral interventions,

and medical intervention.

A speech-language pathologist (SLP) or speech therapist can work with individuals to improve their speech by using exercises and techniques targeting specific speech sounds or patterns. The SLP may also work on breathing, voice, and fluency exercises to help improve overall communication. Speech-language pathologists (SLPs) are trained to work with individuals with various communication disorders, including speech, language, voice, fluency, and social communication. Depending on the specific needs and goals of the individual, SLPs may incorporate various exercises and techniques into their therapy sessions to improve overall communication. For example, SLPs may work on breathing exercises to help individuals with respiratory support for speech, voice exercises to improve vocal quality and reduce strain or tension, and fluency exercises to help individuals who stutter speak more smoothly and fluently. In addition, SLPs may also provide guidance and support to help individuals improve their overall communication skills, such as teaching effective communication strategies and providing counseling or emotional support to address the social and emotional impact of communication disorders. Through personalized and evidence-based therapy, SLPs can help individuals improve their communication abilities, confidence, and overall quality of life.

Assistive technology is used for some individuals, and assistive technology such as speech-generating devices or computer-based communication systems may help improve communication; for individuals with severe communication impairments or those unable to use speech to communicate, assistive technology such as speech-generating devices (SGDs) or computer-based communication systems can be very helpful in improving communication. SGDs are electronic devices allowing individuals to produce speech through various methods, such as pressing buttons or eye-

tracking technology. These devices can be programmed with various phrases, words, and messages to help individuals communicate their needs and wants, participate in social interactions, and express their thoughts and feelings. Computer-based communication systems, such as augmentative and alternative communication (AAC) devices, can also be useful for individuals with speech difficulties. These devices may include specialized software programs, apps, or hardware that allow individuals to communicate using written or visual symbols or gestures, such as pointing to pictures or using sign language. Assistive technology can be particularly helpful for individuals with communication disorders related to neurological conditions, such as ALS, cerebral palsy, or stroke. Speech-language pathologists and assistive technology specialists can work with individuals and their families to evaluate their communication needs, recommend appropriate assistive technology options, and provide training and support to ensure successful implementation and use of the devices.

Oral-motor therapy is the type of therapy that focuses on strengthening the muscles used for speech, such as the lips, tongue, and jaw. Oral-motor therapy focuses on improving the function and strength of the muscles used for speech production, such as the lips, tongue, jaw, and soft palate. Oral-motor therapy may involve various exercises and activities designed to improve muscle control, coordination, and strength and improve the overall mobility of the oral structures used for speech. These exercises may include blowing, sucking, and chewing exercises, tongue and lip stretches, and exercises to improve jaw control and range of motion. Oral-motor therapy may be recommended for individuals with speech disorders related to muscle weakness or poor muscle control, such as dysarthria, apraxia of speech, or certain types of articulation disorders. It may also be a complementary therapy for individuals with other

speech or language disorders to help improve overall communication abilities.

It is important to note that while oral-motor therapy can benefit some individuals, it is not a universally accepted treatment approach, and its effectiveness has been debated in speech-language pathology. Therefore, as with all speech and language interventions, the use of oral-motor therapy should be based on individualized assessment and clinical judgment and tailored to meet each individual's specific needs and goals.

Language therapy is implemented for individuals with language disorders; therapy may focus on improving their understanding of language and their ability to use it functionally.

Some speech disorders, such as stuttering or selective mutism, may benefit from behavioral interventions that help reduce anxiety and increase confidence in communication. In addition, some speech disorders, such as stuttering and selective mutism, may have an underlying emotional or behavioral component that can impact communication. Behavioral interventions may help reduce anxiety, improve confidence, and promote more effective communication in these cases. For example, for individuals with stuttering, behavioral interventions such as cognitive-behavioral therapy (CBT) or stuttering modification therapy may help reduce anxiety and increase confidence in communication. These therapies may involve teaching strategies for reducing the physical tension and anxiety associated with stuttering and promoting more positive attitudes and beliefs about communication. For individuals with selective mutism, behavioral interventions such as exposure therapy or social skills training may help reduce anxiety and increase confidence in communication. These therapies may involve gradually exposing the individual to increasingly challenging communication situations and providing support and guidance to help them overcome their fears and

build communication skills.

It is important to note that the use of behavioral interventions for speech disorders should be based on individualized assessment and clinical judgment and tailored to meet each individual's specific needs and goals. Speech-language pathologists and other healthcare professionals can work with individuals and their families to develop a comprehensive treatment plan that addresses speech disorders' physical, emotional, and behavioral aspects and helps individuals achieve their communication goals.

Medical intervention, such as surgery or medication, may be necessary to address underlying conditions causing speech disorders. Sometimes, speech disorders may be caused by underlying medical conditions that require medical intervention, such as surgery or medication. For example, individuals with vocal cord nodules, polyps, or other structural abnormalities may require surgical intervention to remove the growths and restore normal vocal cord function. Similarly, individuals with neurological conditions such as Parkinson's, ALS, or stroke may require medication or other medical interventions to manage the underlying condition and improve speech function.

However, it is important to note that medical interventions for speech disorders are typically used in conjunction with speech therapy and other supportive interventions. While medical intervention can address the underlying condition, speech therapy can help individuals improve their speech function and communication abilities, even in cases where the underlying condition cannot be completely cured. Speech-language pathologists and other healthcare professionals can work together to develop a comprehensive treatment plan that addresses the underlying medical condition and the individual's unique communication needs and goals. This may involve a combination of medical, behavioral, and supportive

interventions tailored to each individual's specific needs.

It is important to note that speech disorders can be complex and require individualized treatment plans. Therefore, the most effective treatment approach will depend on the specific needs of the individual and should be developed in consultation with a speech-language pathologist or another qualified healthcare provider.

E. Implication

Teaching English pronunciation is a challenging task with different goals for each level. This guide to teaching pronunciation provides an overview of the main issues that need to be addressed at each level and links to resources on the website such as Lesson plans and activities students use in class to improve their English pronunciation skills. After each level, activities are suggested that are appropriate for that level. Finally, the best way to improve your students' pronunciation skills is to encourage them to speak English as much as possible. Introduce the idea that students should read aloud when doing their homework. Pronouncing English well requires muscle coordination and that means practice.

F. Summary

In conclusion pronunciation has been indicated as one of the most crucial aspect in English learning that related to the learners' skill. Factors that affect students' pronunciation skills are divided into 2, namely internal and external factors. Generally, internal factors come from the student himself, while external factors are influenced by the environment around the students'. Whereas the problem that arises when learning pronunciation is mostly the influence from the mother tongue which is unable to use the same vowels and consonants as in English, this causes students to find it quite difficult to get used to the pronunciation of words in English, but this can still be overcome by training to say English pronunciation from an early age so that it is easier for students to get used to vowels

and consonants in English. Therefore a teaching system is needed that is more able to develop students' abilities in pronunciation as well as the use of games and role plays while studying so that students can better grasp the context and become accustomed to English pronunciation. students can also practice at home by watching learning videos about English pronunciation and practicing using a mirror as an evaluation medium for how to pronounce it so they can find out where the mistakes are.

Pronunciation problems can arise for a variety of reasons, such as accent, phonetic awareness, tongue and mouth placement, language exposure, and speech disorders. Improving pronunciation problems may involve combining techniques, such as speech therapy, accent reduction training, oral-motor therapy, and exposure to authentic language sources. Therefore, it is important to work with a qualified speech-language pathologist or another healthcare provider to determine the best course of treatment for each individual's specific needs

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CHAPTER 4 | INTERFERENCE IN ENGLISH LANGUAGE LEARNING

Nur Anisah

A. Introduction

Indonesia is a multilingual country with over 700 living languages spoken throughout the country, with ethnic languages serving as the First Language (L1) and Bahasa Indonesia serving as the Second Language (L2). Whereas ethnic languages are acquired from infancy within the family circle, Bahasa Indonesia is learned from elementary through university. Considering the theory that bilingualism ranges from full mastery of two languages to comprehension of a second language, it may be inferred that all Indonesian school children are bilinguals (Chaer & Agustina, 1995). A bilingual is a person or community who uses more than languages alternatively. According to Mackey (1972), using two or more languages by the same individual is known as "bilingualism." Consequently, bilingualism is prevalent and, by all accounts, the norm in Indonesia.

Indonesians are also mandated to learn English in addition to their L1 and L2. According to Lie (2007), Indonesia has four language classifications: regional, national (Bahasa Indonesia), variations of Indonesian (a combination of Indonesian national and regional languages), and foreign languages (English, German, Arabic, etc.). While English is considered a foreign language, it plays an essential role in the daily lives of Indonesians. It is a compulsory subject taught in formal and informal educational institutions. Via the

Curriculum Basic Education 1994, the Indonesian government began integrating English as early as possible from elementary. Dardjowidjojo (2003) notes that although English has never been recognized as an official language coexisting alongside the national language, it is now officially designated "the first foreign language of the country." This increases the number of languages used among Indonesians.

Learning a language has become increasingly crucial for Indonesians. Nonetheless, difficulties are associated with learning a language in a multilingual environment. By and large, learning a language involves mastering each component and knowing the standard practices for using language in different settings and social circumstances. Languages are used in turn by members of a multilingual society, such as Indonesia. When speakers of different languages interact, their languages are more likely to affect one another.

In many cases, one language predominates over another. This may result in linguistic consequences. One is the emergence of language interference, which refers to the influence of the first language on the second language. Language interference occurs when the structures and rules of the first language are transferred to the second language, resulting in errors and inaccuracies. Naturally, linguistic proficiency in both languages is necessary for a bilingual language user to demonstrate mastery of both languages. Learners often confront hurdles when learning a second or foreign language. These hurdles eventually led to errors caused by the employment of the native language components in the target language. When using the target language, their native language linguistic knowledge is used if their target language linguistic competency is low. Language interference comes into play at this point. Hence, language interference is a common phenomenon in English language learning in Indonesia, when learners' proficiency in the languages they know is uneven.

In many cases, one language predominates over another. This condition may result in linguistic consequences. One of them is the emergence of language interference. Interference can be the use of the local language in the national language (Indonesian), the use of features of the local language in the English language, or the use of the national language in the English language. Language features refer to the characteristics and elements of a particular language system. These features can include various aspects such as grammar, syntax, vocabulary, pronunciation, and discourse patterns. Language features are what make each language unique and distinguishable from one other. Some common language features found in many languages include using verbs, nouns, adjectives, and adverbs to create sentences and convey meaning. Other language features include tenses, articles, prepositions, conjunctions, and interjections. Different languages may also have different structures, such as subject-verb-object word order versus subject-object-verb word order. Some languages may have inflectional morphology, where the form of a word changes to indicate tense, gender, or other grammatical features.

Naturally, linguistic proficiency in both languages is necessary for a bilingual user to demonstrate mastery. Learners often confront hurdles when learning a second or foreign language. These hurdles eventually led to errors caused by the employment of L1 components in L2. When using L2, their L1 linguistic knowledge is used if their L2 linguistic competency is low. Language interference comes into play at this point. Mackey (in Mu'in, 2019) defines language interference as “the use of features belonging to one language while speaking or writing another.” Hence, linguistic interference is a prevalent phenomenon in language learning in which the learner's competence in the languages they have is imbalanced.

When someone learns L2, knowledge about L1 may be carried over through a transfer mechanism into using L2. A transfer is one of several terms used in research to describe the

impact of using L1 elements in the L2 acquisition process (Ortega, 2009, p. 31). In addition, interference and influence across languages are often used (Ortega, 2009, p. 31). Therefore, subsequent reviews will use the term interference related to the L1 knowledge phenomenon that affects the use of L2.

L1 is the first language a person acquires and is also often referred to as the mother tongue and native language. L2 is the second language a person learns after gaining proficiency in L1. Another term for L2 is a foreign language, which implies that any language other than L1 falls under the definition of L2. Interlanguage (interlanguage) is the language used by L2 learners in the learning process, and it includes characteristics of both L1 and L2. Intralingual transfer refers to the transfer of rules from one structure to another in one language, which causes errors due to inappropriate structures. Excessive generalization (overgeneralization) is an example of intralingual transfer (Brown, 2007).

Learning a language has become increasingly crucial for Indonesians. Nonetheless, difficulties are associated with learning a language in a multilingual environment. By and large, learning a language involves mastering each component and knowing the standard practices for using language in different settings and social circumstances. Members of multilingual societies, such as Indonesia, use languages. When speakers of different languages interact, their languages are more likely to affect one another.

In many cases, one language predominates over another. This may result in linguistic consequences. One is the emergence of language interference, which refers to the influence of the first language on the second language. Language interference occurs when the structures and rules of the first language are transferred to the second language, resulting in errors and inaccuracies. Naturally, linguistic proficiency in both languages is necessary for a bilingual user to demonstrate mastery. Learners often confront hurdles when learning a second or foreign language. These hurdles eventually

led to errors caused by employing the native language components in the target language. When using the target language, their native language linguistic knowledge is used if their target language linguistic competency is low. Language interference comes into play at this point. Hence, language interference is a common phenomenon in English language learning in Indonesia, when learners' proficiency in the languages they know is uneven.

B. Concept of Linguistic Interference

Weinreich initially uses the word “interference” to refer to the existence of different language systems spoken by bilingual speakers when speaking a language. The term interference, according to Weinreich (1953), refers to “the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language, such as the bulk of the phonemic system, a large part of morphology and syntax, and some areas of vocabulary (kinship, color, weather, etc).” He claims that when students encounter a new language, they instinctively try to interpret it in their native language, which might lead to transfer errors. These errors happen when students apply their native language's grammatical, lexical, or phonological patterns to the target language. Weinreich also classifies interference into three types: phonological, grammatical, and lexical.

Interference refers to using features belonging to one language while speaking or writing another (Mackey, 1972). Language features refer to the characteristics and elements of a particular language system. These features can include various aspects such as grammar, syntax, vocabulary, pronunciation, and discourse patterns. Language features are what make each language unique and distinguishable from one other. Some common language features found in many languages include using verbs, nouns, adjectives, and adverbs to create sentences and convey meaning. Other language features include tenses, articles, prepositions, conjunctions, and interjections. Different

languages may also have different structures, such as subject-verb-object word order versus subject-object-verb word order. Some languages may have inflectional morphology, where the form of a word changes to indicate tense, gender, or other grammatical features.

Dulay et al. (1982) define interference as “the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language.” Interference is the deviation of the target language caused by the knowledge of more than one language. They categorize interference into two groups: psychological and sociolinguistic. Psychology defines interference as the confusion caused by the previous habit of using the native language when the new habit of using the new language emerges. Interference is defined in sociolinguistics as language interaction, such as language borrowing and switching, that occurs when two languages interact.

According to Ellis (1997), interference is a "transfer." It is a transfer process guided by learners' ideas of what is transferable and their level of development in second language acquisition. Learners will identify similarities and differences between the first and target languages. Language transfer involves both positives and negatives. Positive transfer or facilitation occurs when a learner transfers elements of the target language and structures of any other languages considered comparable and appropriate or when the first language and the target language have acceptable linguistic structures. Negative transfer, on the other hand, happens when a learner transfers structures from two languages that are considered different, improper, or 'wrong.'

With a more positive perspective, Corder (1993) notes that language interference is “part of linguistic development which is influenced by affective factors such as attitude or motivation or, more importantly, existing knowledge of languages, notably the mother tongue.” Schachter (1993), following Corder, contends that learners process language by

“formulating and testing hypotheses against target language.” Interference may be defined as the learner's capacity to anticipate the target language, including their own prediction about it. Thus, it can be said that it is acceptable for English learners to create errors during their learning process.

To conclude, language interference is a prevalent and complicated phenomenon when English Language Learners (ELL) are exposed to and impacted by their first language while studying English as a second or foreign language. Interference can take several forms, such as lexical interference, syntactic interference, and phonetic interference. According to experts, language interference in ELL is caused by a number of variables, including the participant's age, language proficiency, and linguistic background, as well as the environment, topic, and function of the communication. Furthermore, the idea of language interference emphasizes the difficulties that ELL confront when learning a new language and the need to identify and overcome these difficulties in language education. Overall, language interference substantially impacts the development and evolution of language among ELL, emphasizing the importance of effective language education and support that acknowledges students' linguistic and cultural diversity.

This interference can occur in various forms, such as using L1 grammar structures, vocabulary, or pronunciation in L2 speech or writing. Interference can be positive and negative, affecting different levels of language, including phonology, syntax, lexicon, and pragmatics. Therefore, language learners need to be aware of potential interference from their L1 and actively work on minimizing negative interference while maximizing the positive aspects. Also, linguistic interference refers to the influence a speaker's first language (L1) can have on their second language (L2) when learning it. Interference can manifest in various ways, such as using L1 grammar structures or vocabulary in L2 speech or writing or mispronouncing

certain sounds or words due to the influence of the L1 phonetic system.

Interference can occur at different language levels, including phonology, syntax, lexicon, semantics, and pragmatics. It can be especially prevalent in individuals who learn a second language later in life or have limited exposure to the second language.

Types of Language Interference

The scope of English linguistics covers the following areas: (a) phonetics and phonology, (b) morphology, (c) syntax, (d) semantics, (e) pragmatics, and (f) discourse analysis.

Phonetics and phonology study sound and sound patterns in English, including how they are produced, perceived, and used in language. The sound systems of a person's native language can interfere with the production of English sounds. This is because different languages have different sounds, or phonemes, that distinguish between words. For example, in Indonesian, the "g" and "k" sounds are pronounced similarly in the final position, whereas in English, they are distinct. So, an Indonesian speaker may have difficulty producing the "g" sound in English because their native language does not use it as a distinct phoneme in the final position.

Similarly, the English "th" sound may be difficult for speakers of languages that do not have a similar sound, like Mandarin or Indonesian. These differences in sound systems can lead to pronunciation errors and difficulty being understood by native English speakers. However, with practice and training, it is possible to improve one's pronunciation and minimize the interference of their native language sound system.

Morphology is the study of the structure of words in English, including how words are formed and how they change to convey meaning. The morphological systems of the Indonesian language can interfere with the production of English morphemes. Morphology is the study of the structure

of words and the way words are formed from smaller meaningful units called morphemes.

The Indonesian language has a relatively simple morphological system compared to English, which has a complex system of inflections and derivations. For example, in Indonesian, verbs do not change their form to indicate tense, whereas, in English, verbs have different forms to indicate past, present, and future tenses. Indonesian also has a relatively small number of affixes compared to English, which has a wide range of affixes that can be added to words to change their meaning or part of speech. As a result, Indonesian speakers may need help with the complex system of English morphemes. They may need help with irregular verb forms or forming new words using English affixes. However, with practice and exposure to English, improving one's understanding and production of English morphemes is possible.

The syntax is the study of the structure of sentences in English, including how words are organized into phrases and clauses and how they are combined to create meaning. Syntax is the branch of linguistics that deals with the study of the structure of sentences, as well as how words and phrases are combined to create meaning in language. It is concerned with the rules that govern the order and arrangement of words, phrases, and clauses in a sentence, and how they contribute to the overall meaning of the sentence. Syntax refers to the set of rules that dictate how words, phrases, and clauses can be combined to form grammatically correct sentences.

Syntax works by establishing a set of rules that dictate how words, phrases, and clauses can be combined to form grammatically correct sentences. These rules are based on the grammatical structure of a particular language and are designed to ensure that sentences are clear and well-formed. The basic unit of syntax is the sentence, which consists of one or more clauses. A clause is a group of words that contains a subject and a predicate, and it can function as a complete sentence on its own. The subject of a clause typically refers to

the person or thing that performs the action described by the predicate. Within a clause, words are arranged in a particular order based on their grammatical function. For example, in English, the subject usually comes before the verb, and the object usually comes after the verb. Prepositions typically come before the noun or pronoun they modify, and adjectives come before the noun they describe. Phrases, which are groups of words that function as a single unit within a sentence, are also governed by syntactic rules. Phrases can be used to modify nouns, verbs, adjectives, and other phrases. By following the rules of syntax, speakers and writers can construct clear, well-formed sentences that effectively communicate their intended meaning to others.

These rules govern the order of words in a sentence, the way words are grouped into phrases, and how phrases are combined into clauses. The correct syntax allows speakers and writers to convey their intended meaning clearly and effectively. Incorrect syntax can result in sentences that are confusing, ambiguous, or grammatically incorrect. Understanding syntax is important in analyzing and producing written and spoken language, as it helps us to communicate effectively and convey meaning clearly.

Semantics studies meaning in English, including how words and sentences convey meaning and how meaning is inferred from context. Semantics is a branch of linguistics that studies meaning in language. It examines how words and sentences convey meaning, and how meaning is inferred from context. There are several ways in which semantics works to convey meaning in English.

Word meanings: The meaning of a word is determined by its definition and the context in which it is used. For example, the word "run" can have different meanings depending on the context. In the sentence "I need to run to catch the bus," it means to move quickly. In the sentence "The river runs through the valley," it means to flow.

Sentence structure: The structure of a sentence can also affect its meaning. For example, *changing* the order of the words in a sentence can change its meaning. In the sentence "The dog bit the man," the dog is the subject and the man is the object. In the sentence "The man bit the dog," the man is the subject and the dog is the object.

Inference: Inference refers to the process of deriving meaning from context. It involves using background knowledge and context clues to understand the meaning of a word or sentence. For example, if someone says "I'm going to the beach," you can infer that they are probably *going* to swim or relax in the sun.

In summary, semantics works to convey meaning in English through the meanings of individual words, sentence structure, pragmatics, and inference from context.

Pragmatics studies how language is used in social contexts, including how speakers use language to convey meaning, express attitudes, and achieve social goals. Pragmatics refers to the study of how language is used in context to convey meaning. It includes the use of language in social situations and how the meaning of a sentence can be affected by the context in which it is used. For example, the sentence "Can you pass the salt?" can be interpreted as a request or a question depending on the context.

Discourse analysis studies larger units of language, including how texts and conversations are organized, convey meaning, and relate to social and cultural contexts. Discourse analysis is a branch of linguistics that studies larger units of language such as conversations, texts, and narratives. It seeks to understand how language is organized, how meaning is conveyed, and how language use relates to social and cultural contexts. Here are some ways in which discourse analysis studies these larger units of language.

Discourse analysis relates to Organization. Discourse analysis examines how language is organized into larger units such as paragraphs, chapters, and sections. It looks at the

structural features of texts and how they help to organize meaning.

It also relates to Coherence. Discourse analysis also examines how language is used to create coherence and cohesion within a text. It looks at how sentences and ideas are linked together to form a coherent whole. Discourse analysis also looks at the use of discourse markers, which are words or phrases that help to signal relationships between ideas. Examples of discourse markers include "however," "therefore," and "in addition." Discourse analysis pays close attention to the social and cultural context in which language is used. It examines how language use is influenced by social factors such as power, status, and identity. Discourse analysis also examines how texts are interpreted by readers or listeners. It looks at how readers make sense of texts and how they construct meaning based on their own experiences and cultural background.

Interference Phenomena

Phonology is concerned with the study of language sounds, including how they are formed, their acoustic qualities, and how listeners perceive them. Phonology is the study of a language's sound system, encompassing phonemes, syllable structure, stress patterns, and intonation. Phonemes are the smallest units of sound that distinguish meaning in a language. Syllables are sound units made up of a vowel sound and one or more consonants. The relative emphasis placed on syllables in a word is referred to as stress patterns, while intonation is the pitch and tone used in speech to express meaning, such as rising intonation for an inquiry or falling intonation for a declaration.

Phonological interference occurs when a speaker of one language transfers the phonological features of their native language to a new language, leading to pronunciation errors. Phonological interference can have a substantial influence on language acquisition and communication. It can lead to misconceptions and make it harder for non-native speakers to be understood. Furthermore, it can have an impact on language

learning because phonological interference can build habits that are difficult to unlearn later on. This type of interference is most likely to happen when the sound features of the two languages differ or some aspect of one language is not represented in the other. According to Justice (2004), "there is no perfect correspondence between spelling and sounds in English." This is particularly difficult for Indonesian students since their native language always has a consistent manner of pronouncing phonemes, which are generally pronounced as they are written. In fact, Indonesian students frequently mimic this approach while pronouncing or reading English words, resulting in phonological interference.

Interference phenomena is related to linguistic systems of L1 and L2. As stated before, "interference refers to the use of features belonging to one language while speaking or writing another."

There are six types of interference: phonological interference, morphological interference, syntactic interference, lexical interference, semantic interference, pragmatic interference.

1. Phonological Interference

Pronunciation is one of the components of language, considered one of the most important aspects of using and learning foreign languages. Pronunciation plays an important role in improving our communicative competence because of how much knowledge of the language we have. If we have problems with pronunciation, then this will not be good. Several things influence pronunciation into problems, including using the Banjar language in daily interactions as the main language or mother tongue.

Phonological interference, also known as accent interference, refers to the influence of the phonological system of the first language (L1) on the pronunciation of the second language (L2). This can lead to the mispronunciation of certain sounds or the application of L1 phonological rules to L2 speech.

Phonological interference can occur in several ways. These are (a) segmental interference, (b) suprasegmental interference, and (c) phonotactic interference.

a. Segmental interference

The segmental interference occurs when a learner's L1 has a different set of phonemes than the L2, leading to difficulty in producing or perceiving certain sounds that are not present in the L1. For example, the English "th" sound, which is not present in many languages, can be difficult for learners whose L1 does not have this sound. In contrast, learners whose L1 includes the "th" sound may have an easier time producing it in the L2. Segmental interference can also involve the mispronunciation of similar sounds in the L1 and L2, such as the Spanish "b" and "v" sounds, which can be challenging for English speakers who do not distinguish between them in their L1. Therefore, a native speaker of Indonesian may have difficulty producing the English "th" sound because it does not exist in Indonesian.

b. Suprasegmental interference

Suprasegmental interference occurs when a learner's L1 has different intonation, stress, or rhythm patterns than the L2, leading to a foreign accent in L2 speech. For example, a native speaker of Indonesia may have a tendency to use a rising intonation pattern in English, while English requires more variation in pitch and stress.

Intonation, stress, and rhythm are important aspects of the phonology of English. Here is a brief overview of each:

Intonation refers to the pattern of pitch changes in speech, which can convey different meanings or emotions. In English, rising intonation is often used for questions, while falling intonation is used for statements. English also uses intonation to signal emphasis, contrast, and mood.

Stress refers to the emphasis placed on certain syllables in words, which can also affect meaning. In English, stress is generally placed on the first syllable of two-syllable words and on the second-to-last syllable of longer words. For example, the word "REcord" (noun) is stressed on the first syllable, while the word "reCORD" (verb) is stressed on the second syllable.

Rhythm refers to the pattern of stressed and unstressed syllables in connected speech, which can affect the flow and comprehensibility of speech. English has a stress-timed rhythm, which means that stressed syllables occur at regular intervals, while unstressed syllables are squeezed in between. This can lead to syllable reduction or elision in fast speech, as unstressed syllables are often reduced to a schwa sound or dropped altogether.

Bahasa Indonesia has stress, tone pressure, and tempo pressure.

Dynamic stress (low- loud) is used to pronounce sentences with emphasis on each word that needs emphasis. For example, 'Saya' in the sentence "Saya membeli pensil ini". Note that each stress has a different meaning.

SAYA membeli pensil ini. (Saya, not the other)

Saya MEMBELI pensil ini. (Membeli, buy not sell) Saya

membeli PENSIL ini. (Pensil, not note book)

Tone pressure (high) is used to pronounce sentences using tone. Sentences are pronounced in a rising and falling tone. So, what is meant by pitch pressure is about the high and low pitch of a word.

Tempo pressure is an attempt to make the pronunciation slow or fast. This pressure is often used to further emphasize what we mean. Reading the script can be done at different tempos. It can be slow or fast alternately.

Differences in intonation, stress, and rhythm between language 1 and language 2 can result in phonological interference in L2 speech. When a learner's L1 has different intonation, stress, or rhythm patterns than the L2, they may have difficulty acquiring the correct patterns of stress, intonation, and rhythm in the L2. They may also transfer the stress, intonation, or rhythm patterns from their L1 to the L2, resulting in a foreign accent or pronunciation errors.

For example, a native speaker of Indonesian may have a tendency to use a syllable-timed rhythm in English, which means that each syllable is given equal stress and length, rather than the stress-timed rhythm of English, where stressed syllables occur at regular intervals. As a result, the learner may struggle to produce the correct stress patterns in English, which can affect the meaning and comprehension of their speech. Similarly, a native speaker of Mandarin may have difficulty with the intonation patterns of English, which can affect the perception of their tone and emotion in speech.

To minimize phonological interference, learners can receive targeted instruction and practice in the intonation, stress, and rhythm patterns of the L2, as well as exposure to authentic speech and communication in the L2. Also, they should try their best to avoid using the intonation, stress, and rhythm patterns of the L1.

2. Phonotactic interference

This type of interference occurs when a learner's L1 has different rules for syllable structure than the L2, leading to errors in syllable division or stress placement. Phonotactic interference refers to the influence of the phonotactic rules of one language on the production or perception of another language. Phonotactics refers to the set of rules that govern the permissible combinations of sounds in a language. These rules determine which sound sequences are allowed and which ones are not.

When a person speaks a language that has different phonotactic rules from their native language, they may inadvertently transfer the phonotactic rules of their native language to the language they are speaking, resulting in phonotactic interference. This can lead to errors in pronunciation or word formation, as well as difficulties in understanding spoken language.

For example, in English, words cannot begin with the consonant cluster "pt," so a speaker of a language that allows this cluster may have difficulty pronouncing English words like "pterodactyl" or "ptarmigan" correctly. Similarly, speakers of languages with different syllable structures may have difficulty producing or perceiving the syllable structures of another language. Also, native speaker of Bahasa Indonesia may have difficulty with the English syllable structure, which allows for complex clusters of consonants that are not present in the language. He may have difficulty in pronouncing 'psychology'; instead of pronouncing /saɪ'kɒlədʒi/ he may pronounce it as /psɪ'kɒlədʒi/.

Phonological interference can be minimized through targeted instruction, practice, and exposure to the L2 phonological system. This can involve explicit instruction on the phonetic and phonological differences between the L1 and L2, as well as listening and speaking activities that focus on developing accurate pronunciation and intonation in the L2.

3. Morphological Interference

Morphological interference happens when words in one language adopt affixes from another language (Suwito, 1983). Morphological interference is a linguistic phenomenon that occurs when a person's native language influences the way they use morphology (i.e., the structure and formation of words) in their second language.

This interference can occur when the person's native language has different rules or patterns for word formation than the second language. For example, in English, the plural form of nouns is typically formed by adding "-s" or "-es" to the end of the word (e.g., cat/cats, box/boxes). However, in some languages, such as Indonesian, there are different rules for forming plurals, such as reduplicating a stem or adding words such "banyak", "beberapa" (e.g., buku/buku-buku, buku/beberapa buku). As a result, an Indonesian speaker learning English may incorrectly form plurals by reduplicating a stem or avoiding to use an "-s" to a stem or word preceded by "beberapa" or "banyak" (e.g., book/book-book/ /or /many book/ instead of many books).

Morphological interference can also affect other aspects of word formation beyond pluralization. For example, in many languages, verbs change depending on the tense, mood, and person of the subject. In Indonesian, for instance, the verb "to be" (adalah) does not depend on the subject pronoun and the context. All the subject pronouns are always followed by 'adalah' such as "Dia adalah guru bahasa Inggris", "Buku-buku itu adalah milik perpustakaan", etc. Generally, an Indonesian speaker learning English understand "to be" in one form, e.g. "is". "is" might be incorrectly used for all subjects and situations, such as saying "They is the English teacher" instead of "They are the English teachers.". In this relation, the learner makes morphological interference due to the use of "is" and the delition of the plural suffix "-s".

Those are the examples of how morphological interference can affect language learning in different ways depending on the languages involved. Indonesian is a language that does not have subject-verb agreement, and the verb "adalah" is used as a copula to link the subject and predicate. So, an Indonesian speaker learning English might have difficulty understanding and using the present tense of

the verb "to be" in English, which has different forms depending on the subject pronoun and context.

Morphological interference is categorized as determiner omission, incorrect determiner, subject-verb agreement, be form, tenses use, singular and plural form.

Determiner omission. Considering that Indonesian has no determiner system, whereas nouns in English are usually preceded by indefinite articles: a, an, definite article: the, and zero article: Ø, Indonesian students are prone to ignoring the English article system. As a result, they produce errors in articles by misusing or eliminating articles in English. Moreover, inaccuracies in the article occur because students who write in English are prone to translating directly from their native language (Indonesian) into the target language, i.e. English. As a result, people may say "I am student" rather than "I am a student," or "He is teacher" rather than "He is a teacher." While they have the same meaning, determiner might reflect a noun's solid usage.

Incorrect determiner. Because there are no definite or indefinite articles in Indonesian, such as "the" or "a/an" in English, Indonesian English learners may struggle to use them appropriately in their English language production. This can result in improper determiner usage. For example, an Indonesian English learner would say "She is good student" rather than "She is a good student." Another instance is the use of the determiner "an" before a word that does not begin with a vowel letter. It is possible because "an" can be translated into "sebuah" in Indonesian while in Indonesian, there is no difference like in English between "a" and "an". One of the examples is the statement "He is a engineer" rather than "He is an engineer."

This is a common challenge for language learners, and it highlights the importance of understanding the morphological rules and patterns of the language being learned. By identifying the differences between the native language and the target language, learners can work to

minimize the effects of morphological interference and improve their overall language proficiency.

Similarly, adjective agreement can be a challenge for language learners. In many languages, adjectives change according to the gender, number, and case of the noun they modify. For instance, in German, the adjective "good" (gut) changes depending on the gender of the noun and whether it is singular or plural. A German speaker learning English might incorrectly say "The goods books" instead of "The good books."

4. Grammatical Interference / Syntactical Interference

Grammar is a fundamental aspect of language and has a significant function in communication. Every language has its own unique grammar. It is the collection of principles that dictate how words are organized into sentences and how they connect to one another in terms of tense, mood, voice, and other grammatical features. Many people, however, struggle with it as grammar errors can interfere effective communication. The grammar of a language is also referred to as syntax. When a person's native language interferes with their capacity to learn and apply the grammatical rules of another language, this is referred to as grammatical interference. Grammatical interference can occur at all levels of language proficiency, from beginner to advanced, and can manifest in a variety of ways. When a learner of English encounters a grammatical structure that is different from their native language, they may unconsciously apply the rules of their native language to the new language, resulting in grammatical errors. Grammatical interference can have a substantial influence on language acquisition since it can impair the learner's ability to speak effectively and express their intended meaning. Grammatical interference can even contribute to errors or misinterpretations in some circumstances, especially in situations where accuracy and clarity are critical, such as academic context. Interference at the grammatical level may

entail the employment of grammatical patterns from one language in another. Grammatical patterns or categories might be morphological or syntactical in nature.

Subject-verb agreement. According to the English sentence rule, the subject and verb phrase must agree in number and person. A singular subject, for example, is followed by a singular verb, whereas a plural subject is followed by a plural verb. Unfortunately, students commonly fail to recognize whether to add the bound morpheme "s" of the singular and when to add the bound morpheme "s" of the plural to TL verbs. As a result, they are perplexed and prefer to add the third-person singular bound morpheme "s" to the verb when the subject is plural and omit the morpheme "s" from the verb when the subject is singular. Consider the sentence "People who learns English." The sentence is incorrect since "people" is plural, hence when employing the simple present, "learn" rather than "learns" should be used. The statement "The student studies" is another example. The statement is grammatically incorrect since "student" is singular, and "studies" should be used instead of "study."

Copulative verb. Students also have a tendency to use the singular copula verb "is" for the plural subject, resulting in errors such as "The students is studying" rather than "The students are studying." It demonstrates that the students are perplexed about the final "s" as plural form and the final "s" as third person singular; as a result, they are prone to adding bound morpheme "s" to verbs when the plural subjects such as they and we are used, and omitting bound morpheme "s" when the singular subjects like he, she, and it are used. Moreover, these errors happen because Indonesian verbs lack the third person singular bound morphemes of "s" and the plural morpheme "s." For example, in the sentence "Dia belajar bahasa Inggris" (meaning "He/She studies English"), the verb "belajar" stays unchanged regardless of the subject pronoun used.

To be or Be. One prominent example is when students employ the "be" verb form instead of the auxiliary verb forms. For example, students may ask, "Why is she come late?" rather than "Why does she come late?" Because there are no English auxiliary verb forms in Indonesian sentences, students may commit errors in their formulation. They are also more likely to add one of the conjugated verb "be" forms to become an extra verb in generating simple present tense and simple past tense forms. For example, instead of saying "They always listen to the lesson well" or "She lived in Indonesia," students may say "They are always listen to the lesson" or "She was live in Indonesia." Another example is when students omit copula verbs like is, am, and are while establishing a positive sentence form and present progressive tense. For example, Indonesian learners would say "She student" rather than "She is a student," or "I listening to music" rather than "I am listening to music." This happens because in Indonesian, the equivalent of the English "be" verb form is not used in the same way.

Tenses use. Another area where grammatical interference can arise is when Indonesian English learners employ the tense system of their native language to build sentences in English. The tenses and frameworks for expressing time and aspect in Indonesian and English differ, which can result in errors in the application of English tenses. For example, Indonesian has a simple past tense for past activities, but English has both a simple past and a past continuous tense for past actions. An Indonesian English student may use the simple past tense to represent continuing acts in the past, resulting in errors like "I ate dinner while my mom was cooking" rather of "I was eating dinner while my mom was cooking." One way to describe past actions in Indonesian is to use the words "sudah" (already) or "telah" (have/has) before the verb, as in "Saya sudah makan."

Singular and plural form. The distinction between singular and plural form is a crucial part of English grammar, and learners whose first language lacks it may struggle with it. In Indonesian, for example, there is no morphological difference between singular and plural nouns. This implies that in Indonesian, the same word may refer to both singular and plural forms. For example, "buku" (book) can mean both "book" and "books," "anak" (child) can mean both "child" and "children," and "kucing" (cat) can mean both "cat" and "cats." As a result, Indonesian English learners may remove the plural -s in English, such as "I have a car" instead of "I have cars," or add -s to nouns that are already plural, such as "I have two childs" instead of "I have two children." Additionally, a transfer from the spoken medium of FL may impact the usage of the plural bound morpheme "s," because Indonesian students are prone to not pronouncing or reading the "s" when speaking, and as a result, the students make errors in generating their sentences.

According to (Suwito, 1983), syntactical interference can be seen in phrases, clauses, and sentences. The syntactical interference is classified into four; word order, preposition, extra word and missing word.

Word order. Improper word order is a typical syntactic error that learners make as a result of native language transfer. Indonesian English learners may generate sentences with improper word order when transferring their native language word order to English. As a result, Indonesian students have a propensity to produce the adjective following the noun according to the Indonesian word order system, such as "He buys a book new." In the English word order system, the adjective is expected to come before the noun, as in "He buys a new book." But nonetheless, students who are unaware of this rule will follow their native language guideline and then apply it to English. Students also likely to use a frequency adverb after

the noun phrase in imperative sentences, as in the line "I come to class always on time." The adverb should be placed after the subject or before the verb "come."

Preposition. Preposition interference occurs when a student uses prepositions incorrectly in the target language based on their native language prepositions. Since prepositions have varied meanings and purposes in different languages, this can lead to communication difficulties and misunderstanding. It should be noted that whereas Indonesian prepositions have generic meanings, English prepositions have specific meanings. But nonetheless, Indonesian students have a tendency to confuse English prepositions with prepositions in their native language. In Indonesian, the preposition "di" is widely used to denote place or position, but in English, depending on the context, "in", "on", or "at" may be used. As a result, Indonesian English learners may use "di" incorrectly, such as stating "I'm at the class" as "Saya di kelas," causing confusion or misinterpretation. Another example is the usage of the Indonesian preposition "dengan," which may indicate "with" or "by," depending on the context. As a result, an Indonesian learner of English may misuse "dengan," such as expressing "I go to school with car" as "Saya pergi ke sekolah dengan mobil," which may sound unnatural in English. The word "with" should be changed to "by."

Extra word. Extra words arise when a non-native language speaker or writer adds additional words to a sentence, resulting in a grammatically incorrect or ambiguous composition. This interference can be produced by the speaker's first language syntax, which results in an overuse of prepositions, articles, or pronouns, or by a lack of familiarity with the syntax of the target language. The insertion of the word "yang," which corresponds to "that/which" in English, is a common syntactical interference in Indonesian. This frequently occurs when Indonesian speakers attempt to convert their thoughts

straight into English. In Indonesian, for example, one would say "Saya suka makan nasi yang enak," which translates to "I like to eat delicious rice." However, when translated directly into English, it becomes "I like to eat rice that is delicious." In this sentence, the addition of "that is" is an example of extra word syntactical interference. Another example would be if an Indonesian speaker says, "Dia datang ke rumah saya hari ini," which translates to "He came to my office today." However, when directly translated into English, it becomes "He came to my house today day." Another example of additional words syntactical interference is the insertion of the word "day" in this phrase.

Missing word. When a necessary word or phrase is left out of a sentence, it is known as missing word interference (also known as ellipsis). This may result in a grammatically incorrect or difficult-to-understand sentence. The ellipsis is often employed in casual conversation in Indonesian, although it can also appear in written communication. In Indonesian, for example, it is usual to omit the subject of a phrase if it is obvious from the context. In Indonesian, an example of missing word syntactical interference is the sentence "Sudah makan?" which meaning "Have you eaten?" The word "you" is omitted in this sentence, but it is understood from the context of the question. Yet, omitting too many words might make the statement difficult to grasp. "Mau ke mana?" meaning "Where are you going?" and is an abbreviated variant of "Anda mau ke mana?" or "Where do you want to go?" This condensed statement may be perplexing to someone unfamiliar with the language if the context is unclear.

Differences in syntactic rules between languages can cause syntactic interference when a speaker of one language tries to use the syntax of another language. This is because each language has its own set of rules for how words and phrases are structured in a sentence. Syntactic interference is a phenomenon that occurs when a person's knowledge of

one language's syntax (the rules for how words and phrases are structured in a sentence) affects their ability to use the syntax of another language. This can happen when a person who is bilingual or learning a second language tries to apply the rules of their first language to the second language, resulting in sentences that are grammatically incorrect or awkward in the second language.

For example, Indonesian is a subject-verb-object (SVO) language, which means that the subject usually comes before the verb and the object comes after the verb. English, on the other hand, can have a variety of word orders, but generally follows a subject-verb-object (SVO) word order as well. However, English also allows for other word orders, such as subject-object-verb (SOV) in certain contexts.

When an Indonesian speaker tries to use English, they may transfer the SVO word order from their native language into English, even when it is not appropriate. This can lead to sentences that are grammatically incorrect in English, such as "Yesterday I went to the store bought some food," which should be "Yesterday I went to the store and bought some food."

In addition to word order, there are other syntactic differences between Indonesian and English, such as the use of articles (a, an, the) and prepositions (in, on, at), which can also cause syntactic interference when a speaker tries to use the syntax of one language in another. Syntactical interference, also known as syntactic interference, is a phenomenon in which the grammatical rules of one language interfere with those of another language that a person is learning or speaking. It occurs when the learner or speaker applies the rules of their native language to the language they are trying to learn, resulting in incorrect sentence structure, word order, or other grammatical errors.

Syntactical interference occurs when a person unconsciously applies the rules and patterns of their native language to the language they are trying to learn or speak,

which can result in errors in sentence structure, word order, and other aspects of grammar. For example, a Indonesian speaker learning English might say "He agree" instead of "He agrees" because in Indonesian language, the subject-verb agreement is not needed. All the subjects use a verb in the same form, such as in the sentences "Saya setuju", "Dia setuju", dan "Mereka setuju". Meanwhile, the subject-verb agreement is rigidly arranged. This is an example of syntactical interference, as the speaker is applying a grammatical rule from their native language to the target language, resulting in an error.

Indonesian language does not have a complex tense system like English, and therefore, Indonesian learners of English may experience morphological interference when trying to apply English verb tenses.

One common error that Indonesian learners of English make is overgeneralizing the use of the present tense. Since the Indonesian language does not have distinct verb forms to indicate past, present, or future tense, Indonesian learners may default to using the present tense in English sentences where it is not appropriate. For example, an Indonesian speaker might say "Yesterday I go to the store" instead of "Yesterday I went to the store".

Another issue is the use of auxiliary verbs to express different tenses, such as "have" for the present perfect and "had" for the past perfect. Indonesian learners may not be familiar with these auxiliary verbs and may use the wrong form or omit them entirely. For example, an Indonesian speaker might say "I eaten breakfast" instead of "I have eaten breakfast".

In summary, while Indonesian does not have complex tense systems, Indonesian learners of English may still experience morphological interference when trying to apply English verb tenses. They may struggle with the appropriate use of auxiliary verbs and overgeneralize the present tense, resulting in errors in their English grammar. Syntactic

interference can be caused by many factors, including the differences in word order, verb tense, and grammatical structures between different languages. It can be a common challenge for language learners, and overcoming it often requires practice and exposure to the second language's syntax.

5. Lexical Interference

Lexical interference refers to a phenomenon in language learning where the learner's knowledge of one language (the source language) affects their ability to learn and use another language (the target language). Specifically, lexical interference occurs when the learner uses words or phrases from their source language while attempting to speak or write in the target language.

The vocabulary of a language is referred to as its lexicon, and it comprises all of the words, idioms, and expressions used by native speakers of that language. According to Weinrich (1968), lexical interference is the transfer of lexical items from one language to another. In other words, it refers to the influence of the learner's first language on their use of vocabulary in their new language. This influence can manifest itself in a variety of ways, such as using the incorrect word, using the proper word in the incorrect context, or using a word with a little different meaning than intended. (Samingan, 2020) classifies lexical interference into five: loanwords, literal translation for loanwords, literal translation in using preposition, literal translation in using adverb of manner, literal translation in using comparative.

a. Loanwords

Loanwords are words that have similar meanings and sounds in two languages, English and Indonesian but have distinct alphabets. In other words, a loanword in language acquisition is a word with the same sound but a different alphabet in both the first and target languages. A language may adopt these words for a

variety of reasons, including technological advancements, cultural interaction, or economic influence. While loanwords can enrich and dynamically enhance a language, they can also produce lexical interference, which can be frustrating for language learners and speakers. Some loanwords in Indonesian are comparable to those in English. The Indonesian language borrowing English words is one example of lexical interference caused by loanwords. Indonesian has taken numerous words from English, particularly in recent years as a result of globalization and technological advancements. Several of these words, however, may cause misunderstanding or misinterpretation for Indonesian English learners. One example of loanwords between Indonesian and English is the word "*kampus*" (campus). This word was taken from English and is now often used to refer to a university campus in Indonesia. In English, however, the term "campus" refers to the grounds of a college or university rather than the institution itself. This may generate misunderstanding for English students in Indonesia, who may believe that "*kampus*" refers to the entire institution while, in fact, it only refers to the physical grounds. Another example of lexical interference is the word "*aktif*" (active). This English term is often used in Indonesia to indicate someone who is actively involved in something. In English, however, "active" can also refer to something that is currently operational or in use, such as "active volcano" or "active shooter". This might be perplexing for Indonesian students who may not comprehend the precise meaning of "active" in English. The word "*akun*" (account) is a third example. This term originated in English and is now widely used in Indonesia to refer to an online account, such as a social media account or a bank account. In English, however, the term "account" refers to any sort of record-keeping or reporting,

including financial accounts and social media accounts. This may confuse English students in Indonesia who believe "akun" solely refers to online accounts.

b. Literal translation for loanwords

The process of translating a word or phrase from one language to another by directly translating the words without consideration for the idiomatic meaning is known as literal translation. This can lead to misconceptions and confusion, especially in the case of loanwords, which are words acquired from one language and assimilated into another. The Indonesian word "*meja*," for example, is derived from the Dutch word "*tafel*," which means "table" in English. A direct translation of "*meja*" into English, on the other hand, would be "desk," which is a more particular form of table used for labor or study. This can be confusing for English speakers who don't realize "*meja*" refers to a more generic sort of table, such as a dining table or coffee table. Another instance is the Indonesian word "*handuk*," which is borrowed from the Dutch word "*handdoek*," which means "towel." However, in Indonesian, "*handuk*" is often used to refer to a small towel used to wipe the face or hands, while in English, "towel" generally refers to a larger cloth used to dry the body after a shower or bath.

Literal translation in using preposition. In many circumstances, Indonesian and English utilize prepositions differently. Prepositions are frequently omitted or implied in Indonesian, whereas prepositions are an essential feature of the English language. This implies that while translating from Indonesian to English or vice versa, it is essential to consider the various uses of prepositions. One prominent example is the usage of the Indonesian preposition "*di*," which is commonly translated literally as "in" in English. Nevertheless, "*di*" can also be used to signify a location or a time, which would need the use of distinct prepositions in English. In

Indonesian, "*di rumah*" can imply "at home" or "in the house," depending on the context. Similarly, the English preposition "on" can be used in a variety of contexts, although it is frequently rendered literally as "*di*" in Indonesian. For example, the English phrase "on the table" would be rendered as "*di atas meja*" in Indonesian.

c. Literal translation in using adverb of manner

The usage of adverbs of manner in Indonesian and English is one instance where literal translation can generate misunderstanding among Indonesian English learners. Adverbs of manner define the manner in which an activity is carried out and might vary depending on the language and context. In Indonesian, for example, the adverb of manner "*cepat*" is widely employed to signify "quickly" or "fast." Unfortunately, a direct translation of this term into English may not always convey the intended meaning. For example, if a native Indonesian speaker says "*Dia berlari cepat*" to signify "He runs quickly," a direct translation into English may be "He runs fast." While "*cepat*" can be translated as "fast," it is not necessarily the most accurate or acceptable word in context. If the intended meaning was that he was running with great effort, "He runs hard" would be a more appropriate translation. Conversely, the word "well" is frequently used in English to indicate how an activity is accomplished, as in "He plays the piano well." Nevertheless, the comparable adverb "*baik*" is not commonly used in this context in Indonesian. Conversely, "*baik*" is more usually used as an adjective to express a quality, as in "*Dia adalah murid yang baik*" (He is a good student).

d. Literal translation in using comparative

The comparative form in Indonesian is frequently produced by putting the word "*lebih*" before the adjective or adverb. "*Lebih besar*," for example, denotes "bigger" or "more significant." Nevertheless, in English, the

comparative form is often created by adding "-er" to the end of the adjective or adverb for short words, or by adding "more" before the adjective or adverb for longer words. In English, "bigger" or "more significant" would be acceptable translations for "*lebih besar*."

e. The direct translation of comparatives

between Indonesian and English might lead to inappropriate use and difficult-to-understand sentences for Indonesian students. A direct translation of "*Dia lebih suka daripada kamu*," for example, would be "He more like than you," which is inaccurate in English. "He likes it more than you do," is the right translation. Conversely, literal translation from English to Indonesian might lead to incorrect use of comparative terms. "He is taller than me," for example, may be translated directly as "*Dia lebih tinggi dari saya*." The correct Indonesian sentence, however, is "*Dia lebih tinggi daripada saya*."

Another perspective. Lexical interference of Indonesian language into English can occur when Indonesian speakers attempt to speak or write in English, and inadvertently use words or phrases from the Indonesian language. Some common examples of lexical interference from Indonesian into English include:

- 1) Using Indonesian words or phrases that have no direct translation in English, such as "makanan khas" (traditional food) or "jalan-jalan" (going out for a walk).
- 2) Incorrectly translating idiomatic expressions or idioms from Indonesian into English, resulting in nonsensical or confusing statements. For example, translating "terima kasih" (thank you) as "receive love" instead of "thank you".
- 3) Pronouncing English words with an Indonesian accent, which can make them difficult to understand for native English speakers. For example,

pronouncing "thank you" as "tengkiu" or "computer" as "kompyuter".

Lexical interference occurs when speakers of one language use words from their native language while speaking another language. Here are some examples of lexical interference of Indonesian language into English: "Angkringan" - A type of street food stall in Indonesia that serves traditional snacks and coffee. This term has been used by some Indonesian speakers in English to describe a small and informal coffee shop; "Kampung" - A traditional Indonesian village or community. In English, some Indonesian speakers may use this term to refer to a residential neighborhood; "Becak" - A type of traditional Indonesian cycle-rickshaw. In English, some Indonesian speakers may use this term to refer to any type of rickshaw; "Sarong" - A traditional Indonesian garment that is wrapped around the waist and worn by both men and women. In English, this term is sometimes used to refer to any type of wrap-around garment; "Gado-gado" - A traditional Indonesian salad that contains mixed vegetables, tofu, and peanut sauce. In English, this term is sometimes used to describe any type of mixed salad with a peanut dressing.

These examples illustrate how lexical interference can occur when Indonesian speakers use words from their native language while speaking English. While the use of these words may be understood by other Indonesian speakers, they can cause confusion or misinterpretation for English speakers who are unfamiliar with these terms. To avoid this, it's important for language learners to practice using English words and phrases in the appropriate context, and to seek feedback from native speakers to improve their communication skills.

6. Semantic Interference

Semantic interference refers to a phenomenon in language processing where the meaning of words or concepts that are similar or related to each other can

interfere with each other in the mind of the listener or speaker, leading to errors or delays in language processing.

For example, when a person is trying to recall the name of a specific fruit, but is also thinking about a similar fruit, the semantic similarity between the two fruits can cause interference, making it more difficult to recall the correct name.

Similarly, when a person is reading a sentence that contains multiple words with similar meanings, such as "She ate the entire meal, finishing every last bite", the semantic similarity between the words "ate" and "finishing" can cause temporary confusion or delay in processing, as the brain works to distinguish the subtle differences in meaning between the two words.

Semantic interference of Indonesian language into English can occur when Indonesian speakers attempt to speak or write in English, and their understanding of the meanings of words or concepts in Indonesian influences their use of English words or concepts. Some common examples of semantic interference from Indonesian into English include:

- a. Using Indonesian words that have a different meaning in English, resulting in confusion or misunderstanding. For example, the Indonesian word "lampu" means "lamp" in English, but it can also refer to "light bulb" in Indonesian. A speaker who is not aware of this difference may use "lampu" to refer to a light bulb in English, leading to confusion.
- b. Translating idiomatic expressions from Indonesian into English literally, resulting in nonsensical or incorrect statements. For example, the Indonesian expression "kepala angin" (literally "wind head") means "headache" in English. A speaker who translates this expression directly into English may use "wind head" to refer to a headache, which is not a common or correct expression in English.

- c. Using Indonesian sentence structures or grammar in English, which can lead to confusion or incorrect meaning. For example, the Indonesian sentence "Saya mau makan nasi" (literally "I want to eat rice") can be translated into English as "I want rice to eat", but this sentence structure is not commonly used in English and may sound unnatural to native speakers.

C. Factors That Cause Language Interference

Language interference is caused by a variety of factors. Weinreich (1970) identified five factors in his study. The first is the speaker's bilingual background. Bilingualism is the most significant source of interference since the speaker is impacted by both the source and target languages. It is possible for speakers of two languages to incorporate aspects of their native language into their new language. Particularly when bilinguals have a dominant language they use more frequently and fluently, such as Indonesian, where their ethnic language is the language they use every day. This can make acquiring competency in the new language challenging since the dominant language may interfere with the acquisition of the new language.

The second factor is the disloyalty for the language being targeted. Language learners with this condition continue to use their native tongue even after learning the target language. This could be a result of a lack of confidence in the target language, a desire to maintain social ties with the group of people who speak their native language, or a reluctance to fully embrace a new cultural identity. There are many different kinds of disloyalty for the target language. For instance, when communicating with other language learners of the target language, language learners may continue to use their native language rather than their newly acquired language skills. This happens commonly in Indonesian schools, as students continue to converse in their native language while having English classes. Students with limited target language experience prefer

to speak and use words in sentences in their native language's structure and context.

The third factor is a learner's limited vocabulary. Language learners, particularly beginners, sometimes struggle with a lack of the target language vocabulary. This is due to the fact that vocabulary is an important component of language ability and plays an important role in communication. Learners must be able to understand and utilize a wide range of words and phrases in order to communicate successfully in a new language. Learners whose native language is extremely different from the target language may find it more difficult to acquire new words and phrases because they lack a firm foundation in the target language's linguistic structures and patterns. Additionally, students whose native language and target language have various likenesses might be more defenseless to interference and confusion while getting new vocabulary, as they might be leaned to use native language terms and structures as opposed to target language ones.

The fourth factor is that a synonym is needed. Synonyms play an important role in language usage as word variation in order to prevent repeating similar words during the communication process (redundancy). Bringing synonyms into a linguistic interaction will result in interference in the form of new terms being adopted and borrowed from the native language to the target language, often due to the need to express a concept or idea that does not exist in the target language. For example, several languages have distinct names for family members that do not have clear English equivalents. In Indonesia, older and younger siblings are described differently. When Indonesian speakers try to define their family dynamics in English, this can lead to misunderstanding and miscommunication. In such circumstances, there may be a need for a synonym or substitute term that correctly reflects the original term's meaning. This can result in the use of loanwords or the development of new terminology in the target language to cover these gaps.

The last factor is prestige and style. Foreign terms can be used to display prestige and style, especially in civilizations where multilingualism is respected and specific languages are linked with status and power. In Indonesia, for instance, English is generally seen as a language of commerce, technology, and higher education, and those who speak English well may be considered as more educated, intelligent, or cosmopolitan compared to those who do not. It can cause language interference when individuals use foreign words or phrases incorrectly or without completely comprehending their meaning.

Later, (Lott, 1983) also identified three factors that lead to language interference in his study. First, overextension of analogy. When a language learner utilizes a rule or pattern from their native language to make assumptions about the employment of comparable rules or patterns in the target language, this is referred to as overextension of analogy. It can lead to communication problems because the learner applies the native language rule in instances when it does not apply in the target language. Prepositions, for example, are not utilized in the same way in Indonesian as they are in English. In Indonesian, the preposition "di" is used to denote location or position, but in English, depending on the context, multiple prepositions such as "at," "in," and "on" are employed. This might result in errors including "I am in the bus station" instead of "I am at the bus station" or "I am on the bus" instead of "I am on the bus."

Second, transfer of structure. It occurs when the structure of a learner's native language impacts their learning of the structure of the target language. This might result in errors in the target language when the learner seeks to apply the rules and structures of their native language to the target language. It can occur between Indonesian and English, notably in areas such as word order, verb tenses, and articles. In Indonesian, there is no separation between the present simple and present continuous tenses. Instead, Indonesian speakers utilize a

temporal adverb to express continuous activity. This might result in errors in English, such as saying "I play soccer every day" instead of "I am playing soccer every day." Indonesian also has no articles such as "a," "an," and "the," which are used in English to denote specificity or generalization. This might result in errors such as "I like to read a book" instead of "I like to read a book." Moreover, the basic word order in Indonesian is subject-verb-object, whereas the basic word order in English is subject-verb-object. This might result in errors such as "I go to school every day" instead of "Every day, I go to school."

Third, interlingual error. It happens when a learner's native language affects their practice of a target language, which leads to errors or mistakes. This can happen with different language skills, including speaking, writing, listening, and reading. For instance, an Indonesian speaker learning English may pronounce the /th/ sound as /t/ or /d/ due to the absence of this sound in Indonesian. This could result in errors such as saying 'de' instead of 'the' or 'tink' instead of 'think'.

In a more recent study, Jianhua (2007) states that language interference is caused by two elements: language and cultural differences, and modes of thinking. It is critical to realize the connection between language and culture. Language and cultural differences, however, might impede language learning, particularly in the areas of vocabulary and pragmatics. These differences can have an influence on how students use language in social settings, as well as the meaning of words and phrases. The Indonesian term "ajaib," for example, is frequently rendered as "amazing" in English, but it may also imply "odd" or "weird" in other circumstances. Similarly, cultural differences might have an impact on pragmatics. When addressing someone of greater position or authority, Indonesians employ formal language and titles. In addition, they employ indirect communication to demonstrate respect and politeness. In contrast, titles and formal language are less

popular in English, and the use of indirect language can sometimes be viewed as disingenuous or confusing.

Individuals' cognitive processes for understanding and interpreting information are referred to as modes of thinking. Individuals' ways of organizing and categorizing information, might differ between languages. The grammar of Indonesian, for example, emphasizes the link between the subject and object, whereas the grammar of English emphasizes the verb. This might interfere with Indonesian students' English language acquisition because they may struggle to modify their style of thinking to match the new language structure. Another example is Indonesian culture, it emphasizes collectivism and prioritizes group needs over individual needs. In contrast, individuality is stressed in Western cultures, and individual autonomy and accomplishment are celebrated. This difference might influence how Indonesian learners approach assignments and communicate with others in an English-speaking situation.

From the other perspective, there are several factors that can cause language interference of Indonesian into English:

1. Language Similarities:

Indonesian and English belong to different language families and have different grammar and vocabulary systems. However, there are some similarities between the two languages that can cause confusion and language interference.

Indonesian and English belong to different language families, with Indonesian belonging to the Austronesian language family, while English belongs to the Germanic language family. As a result, there are significant differences in their grammar and vocabulary systems. However, due to the widespread use of English as a second language in Indonesia, there are some similarities between the two languages that can cause confusion and language interference.

For example: *Both Indonesian and English follow a subject-verb-object (SVO) word order. This can make it easier for Indonesian speakers to understand English sentences, as the basic structure is the same.*

Indonesian has borrowed many words from English, especially in the areas of technology, entertainment, and popular culture. This can lead to confusion, as some English words may have different meanings in Indonesian.

Indonesian and English have different pronunciation systems, which can cause confusion when trying to pronounce English words. For example, the English "th" sound does not exist in Indonesian, so Indonesians may struggle to pronounce words like "three" or "think" correctly.

Indonesian has fewer tenses than English, which can make it difficult for Indonesian speakers to grasp the nuances of English tenses, such as the present perfect or past continuous.

2. Pronunciation

Indonesian and English have different sound systems, which can lead to pronunciation errors and difficulties for Indonesian speakers.

Indonesian and English have different sound systems, and this can cause pronunciation difficulties for Indonesian speakers who are learning English. Some of the key differences between the two sound systems include: (a) vowels, and (b) consonants.

Indonesian has five vowel sounds, which are pronounced consistently and relatively simply. English, on the other hand, has many more vowel sounds, which can be pronounced differently depending on the word and the accent.

English has many consonant sounds that do not exist in Indonesian, such as the "th" sound, the "v" sound, and the "w" sound. Indonesian also has some consonant sounds that are not found in English, such as the "ng" sound.

In Indonesian, stress is usually placed on the penultimate syllable of a word, while in English, stress can fall on any syllable, and is often used to differentiate between words that are spelled similarly but have different meanings.

These differences in the sound systems can lead to pronunciation errors and difficulties for Indonesian speakers learning English. For example, Indonesian speakers may struggle to pronounce English words that contain sounds that do not exist in Indonesian, or they may misplace stress on words, which can lead to miscommunication. For example, English has many silent letters and complex vowel sounds that are not present in Indonesian, which can be difficult for Indonesian speakers to learn and produce correctly.

3. Translation

When Indonesian speakers translate directly from Indonesian into English, they may use incorrect grammar or vocabulary, leading to errors and misunderstandings. Direct translation can also result in the use of idiomatic expressions or figures of speech that do not exist in English, causing confusion or misinterpretation.

Direct translation from Indonesian to English can sometimes result in the use of idiomatic expressions or figures of speech that do not exist in English, which can cause confusion or misinterpretation for English speakers. This is because every language has its own unique idiomatic expressions and figures of speech that reflect the cultural and linguistic traditions of its speakers.

For example, in Indonesian, the phrase "tidak apa-apa" is often used to mean "it's okay" or "no problem." However, a direct translation of this phrase into English as "not what-what" would not make sense to an English speaker. Similarly, the Indonesian expression "tangan kosong" which means "empty-handed" in English, can cause confusion if translated directly.

4. Cultural Differences

Indonesian and English are spoken in different cultural contexts, and there are many cultural differences between the two languages that can cause language interference.

Indonesian and English are spoken in different cultural contexts, and there are many cultural differences between the two languages that can cause language interference. These cultural differences can manifest in different ways, such as: (a) politeness, (b) body language, (c) sense of humor, and (d) values and beliefs.

Indonesian culture places a strong emphasis on politeness, respect, and hierarchy, which can influence the way people use language. For example, Indonesian speakers often use honorifics and polite language to address others, while English speakers may use more informal language.

Indonesian culture places a great deal of importance on nonverbal communication, such as facial expressions and gestures, which can be used to convey meaning and emotion. English speakers, on the other hand, may rely more on verbal communication.

Indonesian humor tends to be more indirect and subtle, relying on wordplay, puns, and metaphors, while English humor often relies on irony, sarcasm, and wit. This can lead to confusion and misinterpretation when Indonesian speakers attempt to use English humor, or when English speakers attempt to use Indonesian humor.

Indonesian and English-speaking cultures may have different values and beliefs, which can influence the way people use language. For example, in Indonesian culture, the concept of "gotong royong," or community cooperation, is highly valued, while in English-speaking cultures, individualism may be more highly valued.

These cultural differences can cause language interference and miscommunication, and it's important for language learners to be aware of them and to practice using

language in the appropriate cultural context. This can be done through exposure to cultural materials such as films, books, and music, as well as through conversations with native speakers and cultural immersion programs. For example, Indonesian is a collectivist culture that places a high value on social relationships, while English is more individualistic and values personal achievement. These cultural differences can affect communication and lead to misunderstandings.

5. Limited Exposure

Indonesian learners of English may have limited exposure to authentic English materials, such as books, movies, and TV shows, which can result in a lack of familiarity with English grammar, vocabulary, and idiomatic expressions. This can cause language interference and make it difficult for Indonesian speakers to communicate effectively in English. It is common for learners of any language to struggle with using the language effectively if they need more exposure to authentic materials. Authentic materials, such as books, movies, and TV shows, are essential resources for language learners as they provide examples of real-life usage of the language in context. Lack of exposure to authentic materials can result in limited vocabulary, poor grammar, and difficulty with idiomatic expressions. It can also lead to language interference, where the learner's native language influences their use of English. For example, Indonesian speakers may need help with the English tense system, prepositions, and articles because these aspects of English differ from those in Indonesian. To overcome these challenges, Indonesian learners of English need to seek out authentic materials, such as English-language books, movies, and TV shows. They can also practice speaking and writing with native English speakers or language tutors who can provide feedback and help them improve their language skills. Additionally, using language learning apps and tools that

provide exposure to authentic materials can help improve language proficiency.

D. Implication of Language Interference in English Language Learning and Teaching

In the morphological perspective, due to Indonesian does not have complex tense systems, Indonesian learners of English may still experience morphological interference when trying to apply English verb tenses. They may struggle with the appropriate use of auxiliary verbs and overgeneralize the present tense, resulting in errors in their English grammar.

English teachers can take several steps to help Indonesian learners overcome morphological interference and improve their mastery of English verb tenses. Here are some suggestions:

1. Providing clear explanations of the rules. English teachers should explain the rules of English verb tenses clearly and explicitly, emphasizing the differences between Indonesian and English tenses.

English teachers need to explain the rules of English verb tenses clearly and explicitly, especially when teaching Indonesian learners of English. This is because the tense system in English can differ from that in Indonesian, and learners may need help understanding and using the appropriate tense in English. English teachers can start by explaining the basic tenses, such as present, past, and future, and the various forms of each tense, such as simple, continuous, and perfect. They can then emphasize the differences between Indonesian and English tenses, such as using the present continuous tense in English to talk about future events, which differs from Indonesian. Teachers can also provide examples of using each tense in context and encourage learners to practice using them in their speaking and writing. They can also provide feedback on errors and guide learners in correcting them. In addition to explicit instruction on the rules of English tenses, teachers can also

provide exposure to authentic materials, such as English-language books, movies, and TV shows, which can help learners better understand how tenses are used in real-life situations.

This can help learners understand the grammar rules and avoid making errors due to interference from their native language.

2. Use examples and visual aids: Teachers should use examples and visual aids to illustrate the differences between English and Indonesian verb tenses.

Using examples and visual aids can be very helpful when illustrating the differences between English and Indonesian verb tenses. This can help learners better to understand the rules and usage of each tense and to see the differences between them more clearly. For example, teachers can use charts or diagrams that show the different tenses in English and Indonesian side-by-side, highlighting their similarities and differences. They can also provide examples of how the same situation would be expressed in both languages and show how the tenses used in each language can be different. Visual aids, such as images or videos, can also illustrate the differences between tenses in other contexts. For example, teachers can show a picture of a person doing an action and ask learners to describe what they see using different tenses in English and Indonesian.

Additionally, teachers can use role-playing or other interactive activities to help learners practice using different tenses in context. This can help learners to internalize the rules and usage of each tense and to become more confident in using them in their speaking and writing. Overall, using examples and visual aids can be a very effective way for teachers to help Indonesian learners of English to understand better and use English verb tenses.

For example, they can use timelines or charts to show how different tenses are used in English and Indonesian sentences.

3. Encourage practice and feedback: Teachers should provide ample opportunities for Indonesian learners to practice using English verb tenses in various contexts. They should also provide feedback and correction to help learners identify and correct their mistakes.

Teachers must provide ample opportunities for Indonesian learners to practice using English verb tenses in various contexts. This can help learners to develop their language skills and become more confident in using the appropriate tense in different situations. To provide practice opportunities, teachers can design speaking and writing activities that require learners to use different tenses in context.

For example, they can ask learners to describe past experiences using the simple past tense or to make plans using the future continuous tense. During these activities, teachers should provide feedback and correction to help learners identify and correct their mistakes. They can also guide learners on using different tenses appropriately and provide additional examples or explanations as needed.

Teachers also need to create a supportive and encouraging environment where learners feel comfortable making mistakes and practicing their language skills. This can help learners to develop their language skills more quickly and effectively. Overall, providing ample opportunities for practice and feedback is crucial to teaching English verb tenses to Indonesian learners. By doing so, teachers can help learners to become more confident and proficient in using English tenses in various contexts.

4. Provide authentic materials: Teachers can expose learners to authentic materials such as movies, songs, and news articles in English that demonstrate the use of various verb tenses.

Exposing learners to authentic materials in English, such as movies, songs, and news articles, can be a very effective way for teachers to help learners better understand and use different verb tenses in context. Authentic materials

can expose learners to real-life language use and help them develop their listening and reading comprehension skills. Teachers can select materials that contain examples of various verb tenses and use them in class activities and discussions. For example, they can show a movie clip that uses the present perfect tense to describe past events or play a song that uses the future simple tense to express hopes or wishes. During class activities and discussions, teachers can ask learners to identify the tenses used in the materials and to discuss how they are used in context. This can help learners to become more aware of the different tenses in English, and to see how they are used in real-life situations. In addition, teachers can encourage learners to explore authentic materials independently and seek out materials that interest them. This can help learners to become more engaged and motivated in their language learning and to develop their language skills more naturally and enjoyably. Overall, exposing learners to authentic materials in English can be a very effective way for teachers to help Indonesian learners of English to understand better and use different verb tenses.

This can help learners develop a better understanding of how tenses are used in real-life situations.

5. Incorporate games and activities: Teachers can also use games and activities to make learning English verb tenses more engaging and interactive. For example, they can use verb tense quizzes, board games, or role-playing activities to help learners practice using tenses in context.

Games and activities can be a fun and engaging way to teach English verb tenses to Indonesian learners. Games and exercises can make learning more interactive and enjoyable and allow learners to practice using different verb tenses in context. For example, teachers can use grammar games such as tense verb bingo, verb tense dominoes, or verb tense board games to help learners practice identifying and using different tenses. These games can be adapted to

different levels and made more challenging as learners become more proficient in their tenses. In addition, teachers can design role-playing or storytelling activities where learners have to use different tenses in context. For example, they can ask learners to create a story using different tenses or to act out a conversation using the appropriate tenses. Teachers can also use online resources, such as interactive quizzes and games, to help learners practice using different tenses in context. These resources can benefit learners more comfortable with technology and enjoy learning through digital media. Overall, using games and activities can be a very effective way for teachers to engage Indonesian English learners and help them practice using different verb tenses in context. By making learning fun and interactive, teachers can help learners become more confident and proficient in using tenses in real-life situations.

In short, English teachers can help Indonesian learners overcome morphological interference and improve their mastery of English verb tenses by providing clear explanations, using examples and visual aids, encouraging practice and feedback, providing authentic materials, and incorporating games and activities into their lessons.

Overcoming Phonological Interference

Overcoming phonological interference of Indonesian language for Indonesian English learners requires focused attention and practice. Here are some strategies that can help:

1. **Identify and Focus on Problematic Sounds:** Identify the sounds in English that are most challenging for Indonesian learners. For example, the "th" sound in words like "think" and "through" is often difficult for Indonesian learners, as it does not exist in Indonesian. Focus on these sounds during practice and work on building muscle memory by repeatedly pronouncing them correctly.
2. **Listen and Mimic Native Speakers:** Listen to recordings of native English speakers and mimic their pronunciation. Focus on the intonation, stress, and rhythm of the language.

This will help someone develop a more natural-sounding accent.

3. Use Pronunciation Guides: Use pronunciation guides and resources to help someone learn the correct pronunciation of English words. There are many online resources available, including dictionaries, pronunciation guides, and language-learning apps.
4. Practice, Practice, Practice: Practice regularly, ideally with a language partner or teacher who can give someone feedback on her pronunciation. Record yourself speaking and listen back to identify areas for improvement.
5. Use English in Real-Life Situations: Use English in real-life situations as much as possible, such as ordering food at a restaurant or asking for directions. This will help one build confidence in her pronunciation and improve her ability to communicate effectively in English.

The key to overcoming phonological interference of Indonesian language is to be patient, persistent, and consistent in her efforts to improve her pronunciation.

English learners can utilize a variety of ways to overcome language interference and enhance their language ability. Learning English in context is an efficient strategy to overcome language interference. This means that students should concentrate on learning English in circumstances that are meaningful to them, such as conversation, reading, or writing. Learners can better understand the dynamics of the language by witnessing how English is used in everyday situations. This can help to mitigate the influence of their native language on English acquisition and application.

Another strategy is to examine and concentrate on areas of difficulty. For example, students may trouble with specific English consonants or stress patterns, which can lead to misinterpretation and difficulties comprehending. By recognizing these areas of difficulty, students may concentrate their efforts on practicing and strengthening these abilities. This

might involve consulting pronunciation guides, listening to English media, or practicing with a language partner or teacher.

Another helpful strategy for reducing language interference is to learn English grammatical rules. Grammar is another area where language interference can be a challenge for English learners. Learners can differentiate between the rules in their native language and those of English by comprehending the grammatical rules of English. This can assist to reduce problems in sentence structure or word order caused by the transfer of grammatical rules from their native language to English.

Utilizing a range of learning resources can also assist students in overcoming language interference. Different learning resources offer different perspectives and approaches to language learning. Textbooks, internet resources, language exchange partners, and language learning applications are all examples of this. Learners may expose themselves to multiple forms of English language input by accessing a range of resources, which can help them build a more thorough knowledge of English as the target language.

Lastly, students should practice utilizing English in everyday circumstances. Participating in group discussions, making presentations, or writing essays are all examples of this. Learners can enhance their communication skills, gain confidence, and overcome the influence of native language interference by practicing using English in numerous situations. It also assists students in becoming more comfortable with the language. As a result, students would be better prepared for real-life situations requiring English.

Overcoming Syntactical Interference

Syntactical interference can be particularly challenging for second language learners because they must learn the rules of a new language while simultaneously trying to overcome their existing language habits. However, with practice and exposure to the target language, learners can gradually reduce

the effects of syntactical interference and improve their proficiency in the new language.

Lexical interference can be a common problem for language learners, especially those who are bilingual or have been exposed to multiple languages from a young age. However, with practice and exposure to the target language, learners can often reduce the effects of lexical interference and improve their ability to communicate effectively in the target language.

To minimize lexical interference from Indonesian into English, it is important for Indonesian learners of English to practice using English words and phrases as much as possible, and to focus on correct pronunciation and word usage. Exposure to authentic English materials, such as books, movies, and TV shows, can also be helpful in reducing lexical interference and improving overall language proficiency.

Overcoming Semantic Interference

Semantic interference can occur in both native and non-native language processing, and can be influenced by a variety of factors, such as context, working memory capacity, and individual differences in language proficiency. However, with practice and exposure to a language, learners can often improve their ability to distinguish between semantically similar words and concepts, and reduce the effects of semantic interference on language processing.

To reduce semantic interference from Indonesian into English, it is important for Indonesian learners of English to focus on learning the meaning of English words and concepts in context, and to practice using English idioms and sentence structures correctly. Exposure to authentic English materials, such as books, movies, and TV shows, can also be helpful in reducing semantic interference and improving overall language proficiency.

E. Summary

A bilingual speaker may have the same mastery of two languages. On the other hand, he may have a different mastery of the two languages. He may have made some deviations in using one language with which he communicated when he could not separate the existing systems in one language from another. For example, when he speaks or writes in English, he uses phonology, morphology, and Indonesian syntax. In this case, his speech in English is disturbed by the Indonesian language system. Thus, the interference of the Indonesian language system occurs in the speaker's speech or writing when he uses another language. Interference can occur in the speech sounds (e.g. phonological interference), the morphemes (morphological interference), the words/ phrases/sentence patterns (syntactical interference), the lexicon/semantic units (semantic interference), and the context of language use (pragmatic interference).

The key to overcoming phonological interference of Indonesian language is to be patient, persistent, and consistent in your efforts to improve your pronunciation. English teachers can help Indonesian learners overcome morphological interference and improve their mastery of English verb tenses by providing clear explanations, using examples and visual aids, encouraging practice and feedback, providing authentic materials, and incorporating games and activities into their lessons.

Syntactical interference, also known as syntactic interference, is a common problem that occurs when learners of a second language transfer the syntax of their native language into the target language, resulting in errors and misunderstandings. To overcome syntactical interference, the learners can study the syntax of the target language. One of the most effective ways to overcome syntactical interference is to understand the syntax of the target language. This involves studying the rules and structures of the language to help them identify differences and similarities between the two languages;

they can practice speaking and writing in the target language as much as possible. This will help them become more familiar with the syntax and reduce their reliance on the native language's syntax; the learners need to seek feedback from a teacher, tutor, or native speaker to identify errors in your syntax and correct them. This will help them develop a more accurate understanding of the target language's syntax; the learners should try to focus on the meaning of what they are trying to say. This will help them avoid getting too caught up in the grammar and syntax and allow them to communicate more effectively; the learners should be patient and keep working at it. Remember that mistakes are a natural part of the learning process, and with continued effort, they will eventually overcome syntactical interference.

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CHAPTER

5

VOCABULARY PROBLEMS IN ENGLISH LANGUAGE LEARNING

Muhammad Rifqi

A. Introduction

One thing to consider in English language learning is vocabulary. Because vocabulary is the key to understanding the English language, it means that by understanding and mastering vocabulary, we can be able to talk or express our feeling and understand the conversation. Also, vocabulary is the fundamental component of language that cannot be divorced. As a result, knowledge of vocabulary is the most crucial component of learning a language. This statement is in line with Hatch and Brown (1995:1). They say, “vocabulary is the foundation to build languages, which plays a fundamental role in communication.”

Teaching vocabulary in English language learning will be the most important part of classes. Because it is an essential skill for learning to write, read, listen and speak. In instances when a learner masters the vocabulary, it will be easy for the learner to write something because the learner will have many choices of words to compose the sentences that the learner wants to write according to context. Also, the learner will be able to be more precise when they want to express a thought, feeling, event or idea. Reading will be easier because the learner already understands the word before, which makes reading faster and easier to understand. Also, in listening, the learner will find it easy to understand and recognize what is heard because of knowing much vocabulary, and for speaking, the learner will

become more fluent and find it easier to issue sentences addressed to the other person in order to communicate. This is supported by Ur (1996: 60) that vocabulary is an important aspect of learning a foreign language because it is impossible to communicate without a wide variety of words. Also, McCarthy (1990: viii) says that no matter how well a student learns grammar or how well the sounds of a second language are mastered, communication in a second language simply cannot occur in any meaningful way without words to express a wide range of meanings. So, by mastering the vocabulary, the learner will have a better performance in the language.

This will be a particular difficulty for learners when they have a limited vocabulary. Because when learner has a limited vocabulary, they will be less active in activities. Such as, in reading, if the learner does not know the vocabulary used, it will make them struggle to understand the meaning of the text. It might end up looking up the words in a dictionary, guessing the meaning of the words from their context. In listening with a limited vocabulary, it will be much harder to recognize and decode the sounds and extract the meaning. The learner will hardly or even not express their ideas or thoughts during the class due to confusion in choosing words to express the opinions they want to convey or what they want to ask.

They also have difficulty finding appropriate words to express their ideas in English. The learners with limited vocabulary were difficult to learn because they did not know the meaning of the words that they read, wrote or heard. It will make them passive in class because they are afraid of making mistakes. This will make the learning activities not carried out properly because students who become passive can make the learning activities only one way. The teacher will not know if the learner understands or not because they have difficulty expressing themselves with the limited vocabulary they have.

The lack of vocabulary will certainly be a problem in the future if learners do not try to develop it because vocabulary is very important for learners to develop in their language

learning, especially in writing, reading, listening and speaking. However, in learning vocabulary, there must also be problems when the learner wants to try to add to the vocabulary learner has. As stated by Thornbury (2002: 27), some factors that make some words more difficult for learners are pronunciation, spelling, length and complexity, grammar, meaning and range, connotation and idiomaticity. Because vocabulary is important in language learning for learners, in order to ensure that vocabulary learning is effective, it must know the problems that can appear.

Vocabulary refers to the set of words that a person knows and uses in their language. It is the collection of words that someone is able to comprehend and produce when communicating in a given language. A person's vocabulary can range from simple, basic words to more complex, advanced words and phrases. Vocabulary is essential for effective communication in any language, as it enables us to convey meaning and express our thoughts and ideas. Vocabulary can be acquired in a number of ways, including through reading, listening, speaking, and writing. Language learners may also use strategies such as memorization, context clues, and word association to help them learn and remember new words.

In addition to being important for effective communication, a strong vocabulary can also have many benefits in other areas, such as academic and professional success. For example, having a rich vocabulary can help individuals better understand and analyze complex texts, communicate more persuasively in oral and written presentations, and perform better on standardized tests. Overall, vocabulary is a crucial aspect of language proficiency, and developing and expanding one's vocabulary is an ongoing process that can help individuals communicate more effectively and achieve their language learning goals.

Words can be classified into two main groups: content words and function words. Content words are words that carry meaning and convey information. They include nouns, verbs,

adjectives, and adverbs, as well as some pronouns and interjections.

Content words typically represent things, actions, qualities, or descriptions, and they are essential for constructing meaningful sentences. Content words are also sometimes referred to as "lexical words" because they are the main words that carry the meaning of a sentence. These words include nouns, verbs, adjectives, and adverbs.

1. Nouns represent people, places, things, or concepts. For example, "cat," "New York," and "love" are all nouns.
2. Verbs represent actions or states of being. For example, "run," "eat," and "think" are all verbs.
3. Adjectives describe qualities or characteristics of nouns. For example, "happy," "red," and "smart" are all adjectives.
4. Adverbs describe qualities or characteristics of verbs, adjectives, or other adverbs. For example, "quickly," "very," and "extremely" are all adverbs.

By combining these content words in different ways, we can create a wide range of sentences that express complex ideas and convey information.

Function words, on the other hand, are words that serve a grammatical or structural function in a sentence, but do not carry specific meaning or information. Function words are also sometimes called "grammatical words" or "structure words," and they are used to connect, clarify, or modify the content words in a sentence. They include articles, prepositions, conjunctions, pronouns (such as personal pronouns or possessive pronouns), and auxiliary verbs.

1. Articles, such as "a," "an," and "the," are used to specify or indicate the noun they precede.
2. Prepositions, such as "in," "on," and "at," are used to show the relationship between a noun or pronoun and other words in the sentence.
3. Conjunctions, such as "and," "but," and "or," are used to join words, phrases, or clauses together.

4. Pronouns, such as "he," "she," and "it," are used to replace nouns or noun phrases in order to avoid repetition.

These function words are necessary for constructing grammatically correct sentences and conveying meaning, but they do not carry the main meaning or information of the sentence. Function words often express relationships between content words or provide information about the tense, mood, or voice of a sentence.

The distinction between content words and function words is important because it helps us understand how words function in a sentence and how meaning is constructed through language. Content words are the building blocks of meaning, while function words provide the framework for organizing and connecting content words in a sentence. Understanding the role and function of different types of words can help language learners improve their writing and speaking skills and enhance their overall language proficiency.

B. Vocabulary Problems in English Language Learning

Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker in expressing their opinions, ideas, and feelings in communication. Vocabulary also can be defined in various ways. According to Mofareh Algahtani (2015: 25), vocabulary is the total number of words required to communicate ideas and express the speaker's meaning. Vocabulary refers to the ability to understand the meaning of words. Knowing the meaning word is the first step in understanding the meaning of a sentence or paragraph. That is why vocabulary can be used to express ideas, feelings, thoughts, or information to others in a clear and accurate manner, despite the fact that it is done not only through words but also through body language or gestures.

The other definition of vocabulary is stated by Hatch and Brown (1995:1). They say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. So, almost all

individuals have their own set of vocabulary they will use. This means everyone has a set of vocabulary that they might use when it wants to communicate with other people. Vocabulary set that has been formed or exists from the individual.

Also, Ur (1996:60) defines vocabulary as "the words we teach in the foreign language." It is a written or spoken unit of language used as a symbol of an idea in a foreign language taught to a learner. When a teacher teaches a learner new words in a foreign language, it is an indication that the teacher is teaching vocabulary. Furthermore, Allen French (1983: 4) say that vocabulary is a critical component of second language proficiency; knowing the meanings of words is one of the primary goals of language learning. It is required to communicate effectively in a second language.

Vocabulary is highly important to learn because it is the foundation for mastering English. Vocabulary, according to Richards (2002: 255), is a fundamental component of language skills that serves as the foundation for how well students speak, listen, read, and write.

Patahuddin et al. (2017) also said that vocabulary is part of the language that students must achieve by beginning to learn about the basics of vocabulary, such as the meaning of words, the structure of words, the position of words in the sentence, spelling, how to write the word, and so on. It means that earning vocabulary is the first thing we have to do. With a good vocabulary, we can convey thoughts, feelings, and the meaning of these words, making communication easier. Learning vocabulary is critical because it serves as the foundation for learning sentence structure and other language skills. Learning and mastering vocabulary make it easier to read, write, listen, and speak. We can gradually master a language by increasing our vocabulary every day to begin the process of speaking.

According to Rivers in Nunan (1998: 117) that developing a large vocabulary is necessary for successful second language use because, without a large vocabulary, one

will be unable to use the structures and functions learned for comprehensible communication. Also, more vocabulary can also boost confidence in learning a foreign language. We will feel more than the majority of people. Our courage in directly practising the language increases our enthusiasm for improving and mastering the language.

Based on the preceding explanation, it can be concluded that vocabulary is the material or possession of words that a language possesses. Language learning will not be complete unless vocabulary is learned, as vocabulary is an important factor in determining communication fluency. Communication can occur in a number of languages, including English. One of the requirements for mastering English is the presence of vocabulary in the language.

Types of Vocabulary. Hiebert and Kamil (2005: 3) defined a word as having two forms. The first is oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary includes words whose meaning is known when we write or read silently. They also define knowledge of words as having at least two forms, which are as follows: productive vocabulary and receptive vocabulary,

A productive vocabulary is a set of words that a person can use when writing or speaking. They are well-known, familiar words that are frequently used. Receptive Vocabulary. The set of words for which an individual can assign meanings when listening or reading is known as receptive vocabulary. These are words that are often unfamiliar to the learner and are used infrequently. Individuals may be able to assign meaning to them even if they are unaware of the full nuances of the distinction. These are typically word that people do not use on their own. However, when people come across these words, they recognize them, although still imperfectly.

Furthermore, vocabulary refers to the set of words or terms that a person knows and uses in a particular language. It includes both the words that a person understands when they

hear or read them, and the words that they use when they speak or write. Vocabulary can be broken down into different categories, such as common words, specialized words, slang, jargon, technical terms, and more. A person's vocabulary can be expanded through reading, exposure to new words in conversation, and deliberate study and practice. Having a rich and varied vocabulary can be an asset in many areas of life, including communication, education, and professional pursuits. It can help people express themselves more effectively, comprehend more complex texts and ideas, and communicate with others from different backgrounds and cultures.

1. Mastering vocabulary is important for several reasons.

The first reason of mastering vocabulary is that vocabulary supports the communication: Having a rich vocabulary allows people to communicate their ideas and thoughts more effectively, making it easier for others to understand what they are saying.

The second reason of mastering vocabulary is for the ease of comprehension. Understanding the meaning of words is essential for understanding written and spoken language. A larger vocabulary can help people comprehend complex texts and ideas, allowing them to learn more and make more informed decisions.

The third reason of mastering vocabulary is for supporting professionalism. People who have a larger vocabulary are often perceived as more intelligent and well-educated. This can be an asset in many professional fields, including business, law, medicine, and education.

The fourth reason of mastering vocabulary relates to the cultural affairs. Understanding and using words from different cultures and languages can help people communicate with others from different backgrounds, promoting cultural understanding and acceptance.

The last but not least, people who have a good vocabulary may feel more confident in social situations and more comfortable expressing themselves, leading to better

self-esteem and a greater sense of self-worth.

2. Problems in mastering new vocabulary

Mastering vocabulary in a new language can be a challenging task, and learners often face several problems in this process. Some common problems that learners face when trying to master vocabulary in a new language include.

a. Lack of exposure

Exposure in language learning refers to the amount and variety of opportunities a learner has to encounter and engage with the language they are trying to learn. Exposure can take many forms, such as reading books, watching movies, listening to music, speaking with native speakers, and practicing writing. Exposure is important in language learning because it helps learners to develop their language skills by providing them with opportunities to learn new words, phrases, and grammatical structures, and to practice using them in different contexts. Exposure can also help learners to become more comfortable with the language and to develop their ability to understand and communicate effectively. In addition to quantity, the quality of exposure is also important. For example, exposure to authentic language in real-world contexts, such as through immersion programs, can be more beneficial than exposure to artificial or simplified language in textbooks. Similarly, exposure to a variety of accents and dialects can help learners to develop their listening and comprehension skills, and exposure to different genres of language, such as formal and informal language, can help learners to become more proficient in using the language in different situations.

One of the primary challenges in mastering vocabulary is a lack of exposure to the language. If learners are not exposed to the language on a regular basis, it can be difficult for them to learn new words and

retain the ones they have already learned. In general, exposure refers to the state of being subjected to something, whether it be a physical substance, a situation, or an experience. It can also refer to the amount of something that a person is exposed to over a period of time. Exposure refers to the state of being exposed or subjected to something, and the term is used in a variety of fields and contexts.

Exposure in developing vocabulary refers to the amount of contact a person has with words in their environment. The more exposure a person has to a wide variety of words, the more opportunities they have to learn new vocabulary and improve their language skills. In language learning, exposure refers to the amount of time a learner is exposed to the target language through listening, reading, speaking, and writing. Exposure plays a crucial role in language acquisition as it provides learners with opportunities to encounter and practice the language in real-life contexts. Exposure can come in many forms, including immersion in a language-rich environment, listening to podcasts or music, watching TV shows or movies, reading books or articles, and engaging in conversations with native speakers or other learners. The more exposure a learner has to the language, the greater the opportunities they have to develop their language skills and become proficient in the target language.

In addition to quantity, the quality of exposure is also important. Exposure to authentic language use and meaningful communication, rather than scripted or artificial language, can help learners develop more accurate and natural language skills. Exposure to vocabulary can occur through a variety of means, such as reading books, listening to podcasts or audiobooks, watching movies or TV shows, attending lectures or talks, and engaging in conversations with others. The

context in which a word is encountered can also influence its memorization and understanding. For language learners, increasing exposure to the target language is essential for developing vocabulary. This can involve intentionally seeking out language immersion opportunities, such as studying abroad or practicing with native speakers, as well as using language learning resources such as textbooks, apps, and online courses. Consistent exposure to vocabulary is crucial for building a strong foundation in a language and developing proficiency.

b. Difficulty in memorization

Memorization of vocabulary is an important aspect of language learning. It involves the process of learning and remembering the meanings of new words, as well as their spelling, pronunciation, and usage in context. Vocabulary is crucial to effective communication, as it allows individuals to express themselves clearly and accurately, understand what others are saying, and read and write effectively. Learning a large number of words in a new language can be overwhelming for learners, and they may struggle to memorize them effectively. This can be particularly challenging if the words are very different from those in their native language. Memorization of vocabulary is a crucial aspect of language learning. When learning a new language, learners need to learn and memorize a significant amount of vocabulary to be able to communicate effectively.

3. Suggested techniques for memorizing vocabulary

It is important to note that memorization of vocabulary alone is not sufficient for language learning. Learners need to practice using the new vocabulary in real-life situations to develop their communication skills and improve their overall language proficiency. There are various techniques for memorizing vocabulary in language learning, such as:

a. Using Flashcards

Flashcards are a popular and effective tool for memorizing vocabulary. They can be physical or digital cards, typically containing a word or phrase in the target language on one side and its translation on the other. Learners can review them regularly to reinforce their memory.

Flashcards can be a useful tool for learners to reinforce their memory of content and function words. Flashcards allow learners to review vocabulary interactively and engagingly and help them quickly recognize and recall the meaning of different words. To create flashcards, learners can write the target words on one side of the card and the definition or an example sentence on the other.

They can then shuffle the cards and review them in different orders to test their knowledge. In addition to using flashcards, learners can practice using content and function words in context through reading, writing, and speaking activities. By using these words in various contexts, learners can deepen their understanding of their meanings and usage and improve their language proficiency.

b. Repetition practice

Repetition is a powerful technique for memorization. Learners can repeat new words or phrases multiple times to help them remember the meaning and pronunciation. Repeating new words or phrases multiple times can be an effective way for learners to remember their meaning and pronunciation. This technique is called "repetition" or "rehearsal," which involves repeating a word or phrase several times to help store it in long-term memory.

Repeating new words or phrases can help learners become more familiar with their sounds and structure and make it easier to recall them later. Learners should

also pay attention to stress, intonation, and rhythm when practicing pronunciation to sound more natural and fluent.

In addition to repetition, learners can also use other techniques to remember new vocabularies, such as associating new words with images, using mnemonic devices, or creating a personal connection to the word through real-life situations or personal interests. Using various techniques and strategies, learners can improve their vocabulary retention and overall language proficiency.

c. Through Contextual learning

Memorizing vocabulary in context is another effective strategy. Instead of memorizing words in isolation, learners can learn words and phrases in a sentence, conversation, or text context. Learning words and phrases in context is an effective way for learners to understand their meaning and usage. Context provides learners with clues about the meaning of unfamiliar words and helps them see how words are used in real-life situations.

By learning words and phrases in context, learners can also improve their language proficiency as they develop their listening, reading, writing, and speaking skills. In addition, this approach allows learners to see how different words and phrases are used together to convey meaning and helps them understand the language's nuances.

Extensive reading and listening are one way to learn words and phrases in context. By reading or listening to authentic texts such as books, articles, podcasts, or movies, learners can encounter new words and phrases in natural contexts and become more familiar with their usage. Another way to learn words and phrases in context is through structured language activities, such as role-plays, dialogues, or debates. These

activities allow learners to practice using new words and phrases in a communicative setting and provide them with feedback and opportunities for reflection and improvement.

d. Applying Mnemonics

Mnemonics are memory aids that help learners associate new words or phrases with something they already know.

Mnemonics are memory aids that help learners to remember new words or phrases by associating them with something they already know. Mnemonics can take many forms, such as acronyms, rhymes, visual images, or associations with a familiar word or phrase. For example, to remember the spelling of the word "necessary," one can use the mnemonic "one collar and two sleeves," where the number of letters in each word corresponds to the number of letters in the corresponding letter in "necessary."

Mnemonics can be especially helpful for learners who have difficulty memorizing new vocabulary or need additional support in remembering new words or phrases. Mnemonics can also be fun and creative, making learning more engaging and enjoyable. However, it is important to note that mnemonics should be used with other learning strategies, such as context-based learning or repetition, to ensure that learners fully understand the meaning and usage of the words they are learning. There may need to be more than mnemonics to develop a deep understanding of new vocabulary. The learners can use acronyms or make up a story or image to remember new vocabulary.

e. Limited context

Vocabulary is most effectively learned in context, as it helps learners to understand how words are used and what they mean.

However, in the early stages of learning a language, learners may have limited exposure to authentic language use, making it difficult to fully understand the context in which new words are used.

In the early stages of learning a language, learners may have limited exposure to authentic language use, making it difficult to understand the context in which new words are used fully. This can be especially challenging for learners studying in a classroom or a self-study setting, as they may not have access to native speakers or authentic language materials. To address this challenge, language learners can use various strategies to increase their exposure to authentic language use and better understand the context in which new words are used.

Some strategies include: (a) listening to and watching authentic language materials, such as movies, TV shows, podcasts, and songs. This can help learners become more familiar with the natural rhythms and intonations of the language and the context in which words and phrases are used, (b) engaging in language exchange programs or finding language partners to practice speaking and listening skills. This can allow learners to interact with native speakers and practice using new words and phrases in a meaningful context and reading authentic language materials, such as newspapers, magazines, and books. This can help learners to become more familiar with the vocabulary and grammar of the language, as well as the cultural context in which it is used, and (c) using online resources and language learning apps that provide access to authentic language materials and language practice activities. This can provide learners with various activities and resources to help them improve their language proficiency and understanding of context.

f. Inadequate practice

To truly master new vocabulary, learners need to practice using the words in different contexts and situations. However, learners may not have enough opportunities to practice using new words, which can hinder their ability to master them.

C. Suggested Ways to Improve Vocabulary Mastery

Here are some ways for the students in learning vocabulary: reading extensively, using context clues, making connections, using flashcards, practicing with games and activities, keeping a vocabulary journal, using it in context, and learning prefixes, suffixes, and roots.

1. Reading extensively

Reading exposes you to a wide range of vocabulary in context. Choose materials that interest you, whether it be books, articles, or other forms of media. Reading is an excellent way to improve your vocabulary, as well as your overall language skills. When you read, you are exposed to a wide range of words and phrases that you might not encounter in everyday conversation, which can help you expand your vocabulary and better understand the nuances of the language.

It's important to choose materials that interest you, as you're more likely to enjoy the reading experience and therefore be more engaged with the content. Whether you prefer fiction or non-fiction, books or articles, or even other forms of media like podcasts or blogs, there are plenty of options out there to suit your interests.

Additionally, when reading, it's helpful to look up any words you don't know or aren't sure about. This can help you expand your vocabulary and better understand the context in which the word is being used.

2. Using context clues

When you encounter a new word, try to guess its meaning from the surrounding words and sentences. trying

to guess the meaning of a new word from the surrounding words and sentences is a useful strategy for expanding your vocabulary. By using context clues, you can often get a sense of the meaning of a word, even if you've never seen it before.

Context clues can come in different forms, such as definitions, examples, or synonyms. For example, if you come across the sentence "The restaurant's menu featured an array of delectable desserts," you might not know the meaning of the word "delectable." However, based on the context, you can guess that it means something along the lines of "delicious" or "appealing."

While using context clues to guess the meaning of a word can be helpful, it's important to remember that it's not always foolproof. Some words have multiple meanings, and sometimes the context may be ambiguous or misleading. Therefore, it's always a good idea to look up the definition of a new word to ensure that you fully understand its meaning.

3. Making connections

Try to connect new vocabulary with words you already know or with real-life situations or experiences. Connecting new vocabulary with words you already know or with real-life situations or experiences can be an effective way to improve your understanding and retention of new words.

Our brains are wired to make connections between new information and existing knowledge, so by linking new vocabulary to words or concepts you already know, you're more likely to remember them. For example, if you're learning the word "ephemeral," which means something that is short-lived or fleeting, you might connect it to the word "transient" or think of real-life examples like the blooming of cherry blossoms in the springtime.

By connecting new vocabulary to real-life situations or experiences, you can also make the learning process more meaningful and engaging. For example, if you're learning

the word "sustainability," you might think about how you can incorporate sustainable practices into your daily life, such as reducing your use of single-use plastics or composting food waste.

Overall, connecting new vocabulary with words you already know or with real-life situations or experiences is a helpful strategy for improving your understanding and retention of new words. It can also make the learning process more enjoyable and relevant to your life.

4. Using flashcards

Write the word on one side of a card and the definition on the other side. Practice going through the cards regularly to reinforce your memory. Creating flashcards with the word on one side and the definition on the other can be a great way to reinforce your memory of new vocabulary.

Flashcards provide a simple and effective way to review and practice new vocabulary, and the act of creating the cards can also help with retention. By writing out the word and its definition, you're engaging with the material in a more active way, which can help to solidify the information in your mind.

To use flashcards effectively, it's important to review them regularly. This might mean going through them every day, or several times a week, depending on your schedule and learning goals. As you review the cards, try to focus on the words that you find most challenging or that you struggle to remember.

There are also digital tools available for creating and practicing flashcards, which can be especially useful for those who prefer to study on their phone or computer. Some popular flashcard apps include Quizlet, Anki, and Brainscape.

Overall, using flashcards to practice new vocabulary can be a helpful strategy for reinforcing your memory and improving your language skills. By regularly reviewing the cards, you can build your confidence and fluency in using

the new words in conversation and writing.

5. Practicing with games and activities

There are many vocabulary games and activities available online, such as crossword puzzles, word searches, and matching games. Vocabulary games and activities can be a fun and engaging way to practice and expand your vocabulary. There are many online resources available that offer a variety of games and activities designed to help learners of all levels improve their language skills.

Crossword puzzles, word searches, and matching games are just a few examples of the types of vocabulary games that are available online. These games can be a great way to practice specific words or concepts in a more interactive and enjoyable way. They can also be a good way to challenge yourself and test your knowledge of new vocabulary.

In addition to online games, there are also apps and software programs that offer vocabulary-building activities. For example, some language learning apps like Duolingo and Memrise offer games and activities designed to help users learn and remember new vocabulary.

Overall, vocabulary games and activities can be a helpful supplement to more traditional language learning methods like reading and studying. By making the learning process more engaging and interactive, they can help to improve retention and build confidence in using new words and phrases.

6. Keeping a vocabulary journal

Write down new words you encounter, along with their meanings and examples of how they are used in context. Keeping a record of new words you encounter along with their meanings and examples can be a helpful strategy for expanding your vocabulary and improving your language skills.

One way to keep track of new words is to create a vocabulary notebook or document. As you come across new words in your reading or conversations, write down the word along with its definition and an example of how it is used in context. You might also include any notes or associations that help you remember the word more easily.

Here's an example of how you might record a new word: Word: Quixotic

Definition: Unrealistic and impractical, marked by romantic idealism and extravagance

Example: His quixotic plan to build a utopian society in the wilderness was doomed to failure from the start.

By keeping a record of new words and regularly reviewing them, you can build your vocabulary and improve your ability to understand and use new words in conversation and writing. Over time, you may find that you encounter these words more frequently and feel more confident in using them in your own speech and writing.

7. Using it in context

Practice using new vocabulary words in your speaking and writing. This helps to reinforce your understanding and usage of the words. Practicing using new vocabulary words in your speaking and writing is an important step in improving your language skills and retaining new words in your long-term memory.

One effective way to practice using new vocabulary words is to try to incorporate them into your everyday speech and writing. For example, you might try to use a new word in a conversation with a friend, or include it in an email or text message. You could also practice using new words in writing exercises, such as journaling, creative writing, or even social media posts.

As you practice using new words, it's important to pay attention to how they fit into the context of your speech or writing. Try to use the words in a way that is natural and

appropriate, rather than simply trying to force them into a sentence. You might also experiment with using new words in different contexts or with different verb tenses to expand your understanding of how they are used.

In addition to using new words in your own speech and writing, it can also be helpful to listen for and observe how others use them in context. This can help you to better understand the nuances and connotations of the words, and to see how they are used in real-life situations.

Overall, practicing using new vocabulary words is an important step in building your language skills and improving your ability to communicate effectively in both spoken and written forms.

8. Learning prefixes, suffixes, and roots

Understanding the meanings of common prefixes, suffixes, and roots can help you figure out the meaning of new words. Understanding common prefixes, suffixes, and roots can be a helpful strategy for deciphering the meaning of new words and expanding your vocabulary.

Many English words are derived from Latin and Greek roots, and often, the meaning of a word can be inferred from its affixes (prefixes and suffixes) and root. By understanding the meanings of common affixes and roots, you can break down unfamiliar words into their component parts and make educated guesses about their meanings.

Morphology is the branch of linguistics that studies the form of words, changes in words, and the impact of these changes on the meaning and class of words. *Morphology* as part of linguistics that studies the forms of words, and changes in meanings that arise as a result of changes in word forms. *Morphology* is the branch of linguistics that studies word structures, especially regarding morphemes, which are the smallest units of language. They can be base words or components that form words, such as

affixes (Nanik Mariani, 2019).⁹

In English morphology, we can learn linguistic units called morphemes. There are two types of morphemes: free and bound morphemes. Free morphemes are those that can stand alone as words and have meaning by themselves. For example, in the word "bookstore," "book" is a free morpheme that can stand alone as a word with its own meaning. Bound morphemes, on the other hand, cannot stand alone as words and must be attached to other morphemes to form a word. They usually change or add to the meaning of the word they are attached to. For example, in the word "unhappy," "un-" is a bound morpheme that cannot stand alone but must be attached to "happy" to form the word. The addition of the bound morpheme changes the meaning of the word from "happy" to "not happy." Bound morphemes can be further divided into two subtypes: prefixes, which come before the root morpheme (e.g. "un-" in "unhappy"), and suffixes, which come after the root morpheme (e.g. "-able" in "readable").

Here are a few examples of common prefixes, suffixes, and roots and their meanings:

Prefixes:

Un-: not or opposite of (e.g. unhappy, unusual)

Re-: again or back (e.g. revisit, review)

Dis-: not or opposite of, apart (e.g. disagree, disconnect)

Suffixes:

-tion: the act of or state of (e.g. education, conversation)

-able: capable of or suitable for (e.g. readable, reliable)

-ism: belief or doctrine (e.g. socialism, Buddhism)

Roots:

Bio-: life (e.g. biology, biography)

Chron-: time (e.g. chronology, chronic)

-ology: study of (e.g. psychology, geology)

⁹ Nanik Mariani, et al. (2019). Introduction to Linguistics. Banjarmasin: Jurusan Pendidikan PBS FKIP ULM.

By learning common affixes and roots, you can not only decipher the meaning of unfamiliar words, but also make connections between words that share common elements. This can help to reinforce your understanding of new vocabulary and expand your ability to use words effectively in speech and writing.

Remember, learning vocabulary is a gradual process, and it takes time and effort. Be patient and persistent in your practice, and don't be afraid to ask for help or clarification when needed.

D. In What Ways Morphology Support in English Learning and Teaching?

In morphology, we studied how to form words based on the existing patterns of the language, and we also studied to recognize the well-form and ill-form based on the principles of the language, so why in some sources defined that morphology is the study of word formation or the study of the architecture of words. When the study of the history of words or the origins of words is called, Etymology and the pursuit of lexicography is divided into two related disciplines: (a) Practical lexicography is the art or craft of compiling, writing and editing dictionaries, and (b) Theoretical lexicography is the scholarly discipline of analyzing and describing the semantic relationship within the lexicon/vocabulary of a language and developing theories of dictionary components and structures linking the data in dictionaries (Nanik Mariani, 2019).¹⁰

Through morphology, we can study how to arrange the morphological construction. By analyzing the structure of words, we can learn how to arrange morphological constructions to create new words and to understand the meaning of existing ones. Here are some ways in which morphology can help us study how to arrange morphological constructions:

¹⁰ Ibid Nanik Mariani, et al. (2019).

1. Morphological analysis. Morphological analysis involves breaking down a word into its constituent morphemes, which can help us understand how the word is formed and what its meaning is. For example, the word "unhappiness" can be broken down into the morphemes "un-" (meaning "not"), "happy" (meaning "feeling or showing pleasure"), and "-ness" (meaning "state or quality of being"). By understanding how these morphemes combine, we can create new words and understand their meaning.
2. Word formation rules. There are rules that govern how morphemes combine to form words, and by studying these rules, we can learn how to arrange morphological constructions to create new words. For example, the rule that "-ness" can be added to an adjective to create a noun (e.g., "happiness," "sadness," "brightness") allows us to create new words with similar meanings.
3. Derivational morphology. Derivational morphology involves adding morphemes to existing words to create new ones. By studying how these morphemes are added and what their meanings are, we can learn how to arrange morphological constructions to create new words. For example, by adding the suffix "-able" to the verb "read," we create the adjective "readable," which means "able to be read."

In short, morphology, the study of word formation and the structure of words, plays an important role in English learning and teaching. Here are some ways in which morphology can support English learning and teaching:

1. Vocabulary acquisition: Morphology can help learners identify the meaning of new words by breaking them down into their constituent morphemes. For example, the word "unbelievable" can be broken down into "un-" (meaning "not"), "believ-" (meaning "to believe"), and "-able" (meaning "capable of"), helping learners understand the meaning of the word as "not capable of being believed."
2. Spelling: Understanding morphology can also help learners with spelling, as it can provide clues to the spelling of a

word. For example, the suffix "-able" is spelled consistently across words, so learners who understand this can spell words like "believable," "remarkable," and "comfortable" correctly.

3. Grammar: Morphology is also important for understanding and using English grammar correctly. For example, understanding the different forms of verbs (e.g. "walk," "walks," "walked," "walking") requires knowledge of morphological processes.
4. Reading comprehension: Morphology can help learners understand the meaning of complex words and sentences, especially in academic and technical texts.

E. Conclusion

In conclusion, understanding morphology is essential for effective English learning and teaching, as it can help learners with vocabulary acquisition, spelling, grammar, and reading comprehension. Vocabulary is the most important thing in order to learn a language. Because vocabulary plays a vital role in the four skills such as writing, speaking, listening and reading, learning vocabulary can be key for the learner to easier learning and also supports the learner in expressing their opinions, ideas, and feelings in communication. Vocabulary has two types that are receptive and productive, and learners can do the process of learning it by doing this step. That is discrimination, understanding meaning, remembering, and consolidation and extension of meaning. However, the learner must pay attention to a problem that can appear while learning vocabulary, such as pronunciation, spelling, grammar, meaning and the range of the word that they learn. To have better performance in language, the learner must overcome this problem.

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CHAPTER

6

GRAMMATICAL PROBLEMS IN ENGLISH LANGUAGE LEARNING

Eldho Ondho Dhion Sirait

A. Introduction

Languages are the most natural forms of communication; children quickly learn to communicate using their native language, and soon they would master the main rules of expression without being taught. Children acquire an intuitive understanding of grammar as they learn their mother tongue, generally without realizing it or subconsciously. This intuitive grammar awareness is adequate for a young child's communication requirements, but it soon reaches its limits.

When speakers try to understand a message in a language that they do not master, since they do not fully share the same structure, communication is, at best incomplete, at worst ambiguous, or impossible. Even if there are plenty of occasions where, with a small quantity of logical thinking, readers or listeners can make a sensible guess and imagine correctly what the speaker or writer is trying to say, this is only sometimes the case.

According to Brown (2001), language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. The speakers must be able to learn the language and the whole system and components of a language itself. Learning the

system and components of a language is mandatory for meaningful and effective interaction. Language as a whole is a system with multiple sub-systems, this includes; phonology (the sound system of a language), morphology (the structure of words), syntax (the arrangement of words and phrases to create well-formed sentences), semantics (the meaning of words and sentences), and pragmatics (the use of language in context).

Learning a language is the first step to speaking another language, which applies to every language, especially English. Becoming a fluent English speaker requires considerable language skills. These skills include listening, speaking, reading, and writing. These language skills are completed with vocabulary, pronunciation, communication strategies, and grammar. The effort of learning the English language must be immense, as well as being exposed to authentic material and situations in which English is mostly used. Through sheer consistent effort in learning the English language, any individual could improve their English language skills and be a competent English speaker. As the world's most taught second and foreign language, the English language has been investigated by numerous researchers to examine challenges that English learners could face in learning English. This has led to studying different approaches and techniques that help facilitate learning different aspects of a particular language, one of which is grammar. Grammar is a key component of a language.

One needs to be proficient in a language in order to be able to interact effectively. Therefore, becoming proficient in a language is required for these sub-systems of a language to be learned. To give a perspective of a language speaker, when someone wants to communicate with another, they need to be able to use correct vocabulary, pronunciation, and grammar for the language they are speaking. Grammar is especially important to be learned in English language learning.

Vocabulary and grammar are essential parts of learning a language. However, grammar must be learned appropriately to be fluent and proficient in a language. When grammar is neglected in language learning, expressing oneself cannot be truly conveyed. It is possible to learn some sets of the vocabulary of another language without any instructor. However, grammar is such a complex system and rules that it becomes possible to learn a language at a particular point with instruction from a teacher.

The primary focus of language learners' attention is acquiring the language they are learning. Language learners must know a language's grammar, so they can communicate effectively and become competent speakers. Since most English language learners are not in an environment where English is mostly used, learning the English language becomes increasingly difficult. The significance of grammar in language made quite some English learners flock to grammar books, guidebooks, and strategic exercises to increase their knowledge of grammar. However, this would separate grammar from the language itself, failing to learn the English language. English learners could learn grammatical aspects and categories independently, but experiencing grammatical aspects and categories in a real-world context might be challenging.

Learning the grammar of a language is more challenging than learning vocabulary, as grammar is the rule of language that needs to be adhered to. Problems may also hinder the process and progress of learning said grammar. These problems may also be the reason that the process of learning grammar needs to be addressed by English learners. The complexity of grammar made most English learners neglect or sometimes only partially consider it.

Grammar refers to the rules that govern a language's structure. These rules dictate how words are organized into sentences and how those sentences are structured to convey meaning. Grammar includes rules such as word order, sentence structure, verb tenses, pronouns, articles, and more. The study

of grammar includes understanding the different parts of speech, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. It also involves understanding how these parts of speech are used in different ways to create meaning, such as subject-verb agreement, tense, case, voice, and mood. Effective communication in a language often depends on a good understanding of grammar, as it allows speakers to express themselves clearly and convey their intended meaning accurately.

Brown (1994: 347) states that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar has important role in the existence of the four language skills because grammar is the basic of English. From this explanation, the conclusion that could be made is that grammar is the base of a language. Grammar is the base of language that consisted of systems and rules that controls the structure and relation of words in a sentence.

According to Azar (2007), grammar is a comprehensive set of well-established rules and systems for fabricating proper sentences and control without these rules and systems, a sentence of flawless and explicit meaning cannot be formed. This definition of grammar is reinforced and extended by another researcher Lersen-Freeman (2001) who stated that learning English grammar helps the learners to understand essential language conceptions that help them to know many characteristics of sentences appropriately.

From the explanation above, we can conclude that grammar is one of the components of a language. Grammar itself is consisted of well-established rules and systems that needs to be obeyed in order to create meaningful sentences. Grammar could also be one of the most important part of the system in a language. Grammar is necessary to assist learners to fully understand English sentences.

In a language, grammar has a purpose to present these rules and aspects in a language. These rules would create sense in interaction in which would make it effective and meaningful. However, grammar is one of the most complex components in language, especially in English. This made some English learner neglect this one component of a language almost completely. As explained by Iqbal & Akbar (2017). in *Problems in Teaching Grammar to English Learners at Secondary Level*, students felt annoyed that they have to study grammar. The students view grammar as difficult and boring aspect in learning English language. As we have known before, this view would lead to failure in English language learning.

Greenbaum & Nelson (2002) describes that grammar deals with the rules for combining words into larger units. The largest unit that is described in grammar is normally the sentence. From this description of grammar, we can say that grammar also has roles in combining words into larger groups. These groups of words are called sentence where this sentence also needs to adhere to the rules in grammar itself.

From all of these definitions of grammar, we can summarize that grammar is a set of systems and rules that controls how words can be arranged and relation of words. Grammar is a set of systems and rules that fabricates proper sentences. Grammar has role in combining words into larger groups to form a sentence.

It is important to learn appropriate grammar because it is the part of the language that allows us to communicate properly. The words and word groups that make up sentences in practically any language are referred to as grammar. We can construct phrases even as young children. Yet, understanding grammar entails being able to discuss the many kinds of words and word groups that make up sentences, as well as how sentences are put together. Knowing grammar also enables us to comprehend the elements that contribute to the clarity, interest, pleasure, and precision of sentences and paragraphs.

According to Ellis (2006), Grammar teaching involves any instructional techniques that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and /or process it in comprehension and /or production so that they can internalize it. From the explanation, we can surmise that in teaching grammar, it helps learners to understand grammatical form of language in particular way that would plant this understanding in learners' minds.

More important points of learning grammar presented by Dehghani et al., (2016) in their work, "Investigating Difficulty Order of Certain English Grammar Features in an Iranian EFL Setting". In their work, they emphasize the role and importance of grammar in language learning, the following seems worth mentioning, knowledge of grammar (a) enables transparent communication (although a good command of grammatical knowledge does not imply a good communication, knowledge of grammar is very crucial in communication of meaning), (b) gives credibility while conversing with others, (c) helps the learners develop self-confidence (poor grammar knowledge has an impact on EFL learners' autonomy and self-confidence, which may limit communication), and (d) influences how other skills and sub-skills are learned

Wang Sh (2010) claims that language's grammar is what enables us to discuss language. Understanding grammar also helps us to grasp what makes phrases and paragraphs concise, clear, and intriguing. We may include grammar in our talks by carefully reading the sentences in poetry and stories with our pupils (pp. 313-314). Widodo (2006) asserts that understanding grammar and structure enables language learners to express their thoughts verbally and interact with others. Additionally, grammar aids in the formation of meaningful and expressive statements or expressions, according to Widodo (2006), who also noted that grammar "provides a roadmap to learners on how particular lexical components should be joined into a decent sentence" (p. 122)

According to Wang F. (2010), grammar instruction is necessary since it serves as the foundation for language mastery and without it, language is meaningless. Grammar cannot be isolated from language; it continues to play a substantial part in what many educators, administrators, and parents regard to be fundamental literacy (Wang. Sh, 2010, p. 316). Grammar is therefore essential to learning and mastering a language. Not all grammar rules are created equal; some may be harder to learn and take longer to master than others.

People may be able to communicate orally albeit not proper through dialogue. As Rossiter (2021) have stated, it is plausible for others to communicate orally, notably through dialogue, with just a minimum mastery of grammar, since oral communication and in particular dialogue are bilateral processes, in which the person who is being spoken to can request clarification and repetition from the speaker until the meaning of a message is delivered and conveyed. However, despite being able to communicate orally although not fully-mastering grammar skills, there is still a need of some notions of grammar, as this is an assurance that both speakers use the same code or rules of grammar.

Moreover, Rossiter expanded upon the topic of importance of grammar that the type of communication that is possible through oral is impossible through text or writing. Rossiter explained that for the reason that written communication is deferred or indirect communication, and is unidirectional. Complexity of grammar is broadened by Lightbown & Spada (2006) they have stated that grammar could never be learned purely on the basis of imitating and practising sentences available in the input. For this grammar becomes essential, as in there is no way in under normal circumstances for the receiver to questions for verification.

Mastering grammar in a new language can be challenging, and learners often face several problems in this process. Some common problems that learners face when trying to master grammar in a new language include the following:

1. It is common for learners to have difficulty understanding grammar rules, especially if they are learning a language that is very different from their native language.

Grammar rules can be complex and involve many different components, including syntax, morphology, and semantics. Furthermore, grammar rules can be challenging to learn because they often have many exceptions and special cases. Additionally, grammar rules may not always follow logical patterns, which can make them difficult to remember and apply correctly. To overcome these difficulties, learners can use a variety of strategies, such as practicing with exercises and examples, seeking help from teachers or tutors, and immersing themselves in the language as much as possible. Additionally, learners can use technology tools like language-learning apps, online language courses, and grammar-checking software to assist them in their learning journey.

2. Inadequate practice may influence the language learning process.

To truly master grammar, learners need to practice using it in different contexts and situations. The learners may not have enough opportunities to practice, hindering their ability to master it. Inadequate practice can influence language learning, especially when mastering grammar. Grammar is a complex system of rules and structures, and to truly master it, learners need to practice using it in different contexts and situations. However, learners may not always have enough opportunities to practice, hindering their ability to master grammar. For example, learners may not have access to native speakers or language immersion programs or have enough time to dedicate to language practice.

Learners can use various resources and strategies to practice grammar to overcome these challenges. These may include language learning apps, online language forums, language exchange programs, or even using language in

everyday situations, such as ordering food or asking for directions. Ultimately, consistent and varied practice is key to mastering grammar and becoming proficient in a language. Learners should make an effort to practice regularly and seek out opportunities to use the language in real-life situations. With persistence and effort, learners can overcome the challenges of inadequate practice and achieve their language learning goals.

3. limited exposure to authentic language use

Like vocabulary, grammar is most effectively learned in context. However, learners may have limited exposure to authentic language use, making it difficult to understand how grammar is used in real-life situations fully. Grammar is most effectively learned in context, and exposure to authentic language use is crucial to understanding how grammar is used in real-life situations. Learners who encounter grammar rules and structures in meaningful contexts are more likely to remember and apply them correctly.

However, learners may need more exposure to authentic language use, particularly if they are learning the language outside of a native-speaking environment. They may rely on textbooks and exercises, which can be helpful but may need to provide more exposure to authentic language use. To overcome this challenge, learners can seek authentic language input through various means. This may include watching movies, TV shows, or videos in the target language, reading books or articles, or listening to podcasts or music. Conversations with native speakers or language exchange partners can also provide valuable exposure to authentic language use.

Learners can also benefit from seeking out language learning materials that use authentic language in contexts, such as news articles or blogs written in the target language. These materials can help learners understand grammar used in real-life situations and provide practice opportunities.

Overall, while limited exposure to authentic language use can be a challenge for language learners, various strategies and resources are available to help them overcome this obstacle and achieve their language learning goals.

4. Over-reliance on translation

Learners may become too reliant on translating from their native language to the new language, which can make it difficult for them to understand the unique grammatical structures of the new language. That is a common issue that many language learners face. When learners become too reliant on translating from their native language to the new language, they may struggle to understand the unique grammatical structures of the new language.

Translating from one language to another can be useful for language learners, particularly when they are first starting. However, learners need to recognize that translation is not a perfect process and that there are often differences in grammar and syntax between languages that cannot be easily translated. To overcome this challenge, learners can focus on understanding the unique grammatical structures of the new language and practice using them in context. This may involve studying the language's grammar rules, practicing with exercises, and engaging in conversation with native speakers or language exchange partners.

Learners also need to develop their listening and reading comprehension skills in the new language. By immersing themselves in the language and learning to understand it without relying on translation, learners can improve their ability to recognize and use its unique grammatical structures.

While translation can be a helpful tool for language learners, learners must recognize its limitations and develop their understanding and use of the new language's unique grammatical structures. However, learners can overcome this challenge and achieve their language learning goals

with practice and persistence.

5. Fear of making mistakes

Learners may be hesitant to practice using new grammar structures for fear of making mistakes or sounding foolish. This can lead to a lack of confidence and hinder their ability to master grammar.

That is a common issue that many language learners face. Learners may hesitate to practice using new grammar structures for fear of making mistakes or sounding foolish. This can lead to a lack of confidence and hinder their ability to master grammar. However, making mistakes is a natural and necessary part of the language-learning process. Making mistakes can be an effective way to learn and improve. When learners make mistakes, they have the opportunity to receive feedback and correct their errors, which can help them internalize the correct grammar structures.

To overcome this challenge, learners can focus on developing their confidence in using the new grammar structures. This may involve practicing with exercises, engaging in conversation with native speakers or language exchange partners, or using language learning apps or online forums to practice in a low-pressure environment. It is also important for learners to adopt a growth mindset and recognize that mistakes are a natural part of the language-learning process. By reframing mistakes as opportunities for learning and improvement, learners can develop a more positive attitude towards language practice and become more confident in using new grammar structures.

B. Words in Grammar

There are several types of words in English grammar. Here are some of the most common: (a) nouns, (b) verbs, (c) adjectives, (d) adverbs, etc.

1. Nouns

A noun is a word that represents a person, place, thing, or idea. Nouns are one of English grammar's most

basic and important parts of speech. Nouns can be classified into different categories based on their properties. For example, proper nouns refer to specific people, places, or things and are always capitalized (e.g., "John," "New York City," "Eiffel Tower"). Common nouns, on the other hand, refer to general people, places, or things (e.g., "man," "city," "tower"). In addition, countable nouns can be counted and have both singular and plural forms (e.g., "book," "books"), while uncountable nouns cannot be counted and do not have a plural form (e.g., "water," "furniture"). Finally, nouns are words that represent people, places, things, or ideas, such as "cat," "desk," or "love."

Nouns can also function as subjects, objects, or possessives in a sentence. For example, in the sentence "The cat chased the mouse," "cat" is the subject, "mouse" is the object, and "cat's" could be the possessive form.

2. Verbs

A verb is a word that expresses an action, occurrence, or state of being. Verbs are one of the most important parts of speech in English grammar because they help convey the meaning and structure of a sentence.

Verbs can be classified into different categories based on their transitivity. Transitivity is the property of a verb that indicates whether it takes a direct object or not. In other words, transitive verbs require a direct object to complete their meaning, while intransitive verbs do not. For example, "eat" is a transitive verb because it requires a direct object to complete its meaning, as in "I eat an apple." In contrast, "run" is intransitive because it does not require a direct object to complete its meaning, as in "I run every morning."

Verbs can also be classified as ditransitive, which means they require both a direct and an indirect object, as in "I gave the book to her." Other categories of verbs include linking verbs, which connect the sentence's subject to a noun, adjective, or pronoun that describes or identifies it,

and auxiliary verbs, which are used to form verb tense, mood, or voice.

Overall, understanding the different categories of verbs, including transitivity, can help learners better understand the grammar and structure of the language and improve their ability to communicate effectively. While fear of making mistakes can be a barrier to language learning, learners must embrace mistakes as opportunities for growth and focus on developing their confidence in using new grammar structures. Learners can overcome this challenge and achieve their language learning goals with persistence and practice.

Verbs can be classified into different categories based on their properties: action verbs, linking verbs, helping verbs, and other forms. For example, action verbs describe physical or mental actions (e.g., "jump," "think," "laugh"), while linking verbs link the subject of a sentence to a noun or Adjective that describes it (e.g., "is," "become," "seem"). Helping verbs, also known as auxiliary verbs, are used in conjunction with main verbs to express different tenses, moods, or voices (e.g., "have," "will," and "be"). Verbs also have other forms, including the base form, present participle, past participle, and various forms for different tenses (e.g., present, past, future). For example, the verb "eat" has the forms "eat" (base form), "eating" (the present participle), "ate" (past tense), and "eaten" (past participle).

An action verb is a type of verb that describes a physical or mental action that a subject performs. It is a word that shows what someone or something is doing or what is happening. For example, in the sentence "The dog chases the cat," "chases" is the action verb, as it describes the physical action that the dog is performing.

Action verbs can also be used to describe mental actions, such as thinking, feeling, or believing. For example, in the sentence "He thinks that he can finish the project on time," "thinks" is the action verb that describes the mental

action of thinking. Action verbs can be divided into two categories: transitive and intransitive. Transitive verbs require a direct object to complete their meaning, while intransitive verbs do not. For example, in the sentence "She is eating an apple," "eating" is a transitive verb, and "an apple" is the direct object. In contrast, in the sentence "She is laughing," "laughing" is an intransitive verb, as it does not require a direct object to complete its meaning.

Helping verbs are used together with a main verb to form verb tenses, moods, or voices. For example, in the sentence "I have been studying for two hours," "have" and "been" are the helping verbs, and "studying" is the main verb. Helping verbs can also be used to create negative or interrogative sentences. Common helping verbs in English include "be," "do," "have," "will," "shall," "can," "may," and "must."

3. Adjectives

These words describe or modify nouns. An adjective is a word that modifies or describes a noun or pronoun by providing more information about its qualities, characteristics, or attributes. Adjectives can be used to add detail, precision, and color to a sentence and are essential in creating clear and effective communication. There are several types of adjectives in English grammar, including (a) descriptive adjectives, (b) comparative adjectives, (c) superlative adjectives, and (d) possessive adjectives

The first type of Adjective is a descriptive adjective. These are the most common type of adjectives, and they are used to describe the physical or sensory qualities of a noun, such as size, shape, color, taste, smell, or texture. For example, in the phrase "red apple," "red" is the descriptive Adjective that describes the color of the apple.

The second type of adjective is the comparative adjectives. These adjectives are used to compare two or more nouns or pronouns and show how they differ in degree or amount. Comparative adjectives are usually formed by

adding "-er" to the end of the Adjective or by using "more" before the Adjective. For example, "taller" or "more beautiful."

The third type of Adjective is superlative adjective. These adjectives are used to compare three or more nouns or pronouns and show which is the highest in degree or amount. Superlative adjectives are usually formed by adding "-est" to the end of the Adjective or by using "most" before the Adjective. For example, "tallest" or "most beautiful."

The fourth type of Adjective is the possessive adjective. These are adjectives that are used to indicate possession or ownership of a noun or pronoun. Possessive adjectives include "my," "your," "his," "her," "its," "our," and "their." and "their."

4. Adverbs

Adverbs are a part of speech that modify verbs, adjectives, or other adverbs. They provide information about how, when, where, why, or to what extent an action is performed. Some common examples of adverbs include quickly, slowly, loudly, and beautifully. Adverbs can be divided into several different categories based on the type of information they provide (a) adverb of manner, (b) adverb of time, (c) adverb of place, (d) adverb of degree, and (e) adverb of frequency.

a. An adverb of manner

An adverb of manner is a type of adverb that describes how an action is performed or how something happens. Adverbs of manner answer the question "how?" or "in what manner?". These adverbs describe an actor's performance. Examples include quickly, slowly, carefully, and lazily. Here are some example sentences that use adverbs of manner:

- 1) She sings *beautifully*.
- 2) He walks *slowly*.
- 3) They *carefully* constructed the model.

- 4) The band played *loudly*.
- 5) She spoke *softly* to the baby.
- 6) He solved the problem *easily*.
- 7) She *eagerly* anticipated the arrival of her friends.
- 8) They *happily* celebrated their victory.
- 9) He *angrily* slammed the door.
- 10) She *patiently* waited for her turn.

b. Adverb of Time

An adverb of time is a type of adverb that provides information about when an action takes place. Adverbs of time answer the question "when?" or "how often?". Examples of adverbs of time include: these adverbs describe when an action is performed. Examples include *now*, *then*, *yesterday*, and *always*. Here are some example sentences that use adverbs of time:

- 1) She will arrive tomorrow.
- 2) They visited the museum yesterday.
- 3) He is studying now.
- 4) They are going to the beach soon.
- 5) She always wakes up early.
- 6) I never eat seafood.
- 7) He has already finished his work.
- 8) They frequently go to the park.

In each of these sentences, the adverb of time modifies the verb and provides information about when the action takes place.

c. Adverb of Place

An adverb of place refers to a type of adverb that provides information about where an action takes place. Adverbs of place answer the question "where?". These adverbs describe where an action is performed. Examples include *here*, *there*, *everywhere*, and *nowhere*. Here are some example sentences that use adverbs of place:

- 1) The cat is sitting there.
- 2) We are going outside.
- 3) She looked everywhere for her keys.

- 4) They found nothing valuable in the empty room.
- 5) He lives nearby.
- 6) The party is upstairs.
- 7) They walked far away from the city center.

In each of these sentences, the adverb of place modifies the verb and provides information about where the action takes place.

An adverb of place is a type of adverb that describes the location or position of an action or event. It provides information about where an action or event took place or where it is taking place. Examples of adverbs of place include:

- 1) here: e.g. "I am here."
- 2) there: e.g. "The book is over there."
- 3) inside: e.g. "The cat is inside the house."
- 4) outside: e.g. "The kids are playing outside."
- 5) nearby: e.g. "There is a gas station nearby."
- 6) far away: e.g. "The nearest town is far away from here."
- 7) upstairs: e.g. "I am going upstairs."
- 8) downstairs: e.g. "The party is downstairs."
- 9) somewhere: e.g. "The restaurant is somewhere in the city."

An adverb of place functions in a sentence to provide information about where an action or event is taking place. It can be used to modify verbs, adjectives, or other adverbs, and is often placed near the verb it modifies. For example, consider the following sentences:

- 1) "The cat is sleeping inside the house." In this sentence, the adverb of place "inside" is used to describe the location of the action (sleeping) and is modifying the noun "house."
- 2) "I am standing here waiting for the bus." Here, the adverb of place "here" is modifying the verb

"standing" and providing information about the location of the speaker.

- 3) "The concert is happening somewhere downtown." In this sentence, the adverb of place "somewhere" is modifying the verb "happening" and indicating that the location of the event is not specific or well-defined.

Adverbs of place can also be used to add detail to prepositional phrases, such as "in the park" or "on the street," by providing further information about the location. Overall, adverbs of place play an important role in helping to paint a clear picture of where an action or event is taking place.

d. Adverb of Degree

An adverb of degree is a type of adverb that modifies or describes the intensity or degree of an action, verb, adjective, or another adverb. Adverbs of degree can indicate the extent to which an action or quality exists, and they can range from expressing a small amount or degree to a large or maximum amount or degree. These adverbs describe the extent to which an action is performed. Examples of adverbs of degree include words such as "almost," "quite," "very," "nearly," "completely," "absolutely," "totally," "extremely," "almost" and "utterly."

Here are some examples of sentences using adverbs of degree:

Almost everyone was surprised by the sudden announcement.

The meaning of the sentence "Almost everyone was surprised by the sudden announcement" is that a sudden announcement was made, and nearly all people who heard it were surprised. The use of the adverb "almost" indicates that there were only a few people who were not surprised, while the majority were caught off

guard. The sentence suggests that the announcement was unexpected or unusual and significantly impacted those who heard it. The cake was quite delicious, but the frosting was overly sweet. The meaning of the sentence, "The cake was quite delicious, but the frosting was a bit too sweet," is that the cake tasted good overall, but there was an issue with the sweetness of the frosting. The adverb "quite" indicates that the cake was very tasty, while the phrase "a bit too sweet" suggests that the sweetness of the frosting was slightly excessive. The sentence may imply that the cake could have been even better if the frosting had been less sweet, but it was still enjoyable despite this issue.

The movie was *very* scary, and I had trouble sleeping afterward.

The meaning of the sentence, "The movie was very scary, and I had trouble sleeping afterward," is that the movie was frightening. As a result, the speaker had difficulty falling asleep later on. The adverb "very" emphasizes the degree of the movie's scariness, suggesting that it was particularly intense or unsettling. The phrase "had trouble sleeping afterward" implies that the speaker was still affected by the movie's frightening content, possibly feeling nervous or anxious even after it had ended. Overall, the sentence suggests that the movie had a significant emotional impact on the speaker.

I *nearly* forgot my keys on the way out the door.

The meaning of the sentence "I nearly forgot my keys on the way out the door" is that the speaker almost forgot to take their keys with them as they were leaving. The adverb "nearly" indicates that the speaker came very close to forgetting their keys but ultimately remembered them just in time. The sentence may imply that the speaker was in a hurry or preoccupied, which caused them almost to overlook the keys. Overall, the sentence suggests that the speaker was able to avoid an

inconvenience or problem by remembering their keys in the nick of time.

She *completely* ignored my advice and did things her own way.

The meaning of the sentence "She completely ignored my advice and did things her own way" is that the person referred to as "she" did not heed the speaker's advice and chose to follow her approach instead. The use of the adverb "completely" emphasizes that she did not listen to or consider the speaker's advice at all. In addition, the sentence suggests that the speaker may have felt frustrated or disappointed that their advice was not taken and that there may have been consequences to the person's decision to ignore it. Overall, the sentence implies a difference in opinion or approach between the two individuals, with the person referred to as "she" ultimately deciding to go against the advice of the speaker.

e. An adverb of frequency

An adverb of frequency is a type of adverb that is used to indicate how often an action or event occurs. Adverbs of frequency modify the verb and answer the question, "how often?" Examples of adverbs of frequency include words such as "always," "often," "sometimes," "rarely," and "never." Adverbs of frequency are used in sentences to inform how frequently an action or event happens. They can be placed before the main verb or after the verb "to be." For example:

He *always* goes to the gym on Mondays.

The meaning of the sentence "He always goes to the gym on Mondays" is that the person referred to as "he" regularly and consistently goes to the gym on Mondays. The adverb "always" indicates that this is a habitual action and suggests that the person is committed to maintaining a fitness routine. In addition, the sentence implies that Mondays are a specific day of the week that

the person has designated for gym visits and that they try to stick to this schedule. Overall, the sentence suggests that the person prioritizes exercise and fitness in their life.

I *rarely* eat fast food.

The meaning of the sentence "I rarely eat fast food" is that the person referred to as "I" does not eat fast food very often. The adverb "rarely" indicates this is infrequent or uncommon. The sentence suggests that the person may be health-conscious or have specific dietary preferences that lead them to avoid fast food. It also implies that the person does not eat fast food regularly and may only do so on rare occasions or as a treat. Overall, the sentence suggests that the person has a low frequency of eating fast food.

We *often* have dinner together.

The meaning of the sentence "We often have dinner together" is that the group of people referred to as "we" frequently eat dinner together. The adverb "often" indicates that this is a regular occurrence and that the group consistently tries to have dinner together. The sentence suggests that having dinner together is important to the group and maybe a way for them to socialize, catch up on each other's lives, or enjoy each other's company. Overall, the sentence implies that the group has a close relationship and values spending time together over a meal.

She *sometimes* forgets her keys.

The meaning of the sentence "She sometimes forgets her keys" is that the person referred to as "she" occasionally forgets her keys. The adverb "sometimes" indicates that this is not a regular occurrence but rather something that happens infrequently. The sentence suggests that the person may be forgetful, absent-minded, or prone to occasional memory lapses. It also

implies that forgetting her keys can be an inconvenience or a source of frustration for the person, as they may need to take extra steps to retrieve them or get into their home or car. Overall, the sentence suggests that forgetting her keys is a minor but occasional issue for the person.

Overall, adverbs of frequency provide important information about how often an action or event occurs, allowing speakers to communicate more precisely and clearly about their experiences and routines.

5. Pronouns

A pronoun is a word that is used in place of a noun or a noun phrase to avoid repeating the same noun multiple times in a sentence. Pronouns can refer to people, things, animals, and concepts.

a. There are several types of pronouns, including:

1) Personal pronouns:

These pronouns refer to the person speaking (first person), the person being spoken to (second person), or the person or thing being spoken about (third person). Personal pronouns are categorized into three persons: first person, second person, and third person. First-person pronouns are used when referring to the speaker or writer. Examples include "I," "me," "my," and "mine." Second-person pronouns are used when referring to the person or people being spoken to. Examples include "you," "your," and "yours." Third-person pronouns are used when referring to a person or thing that is not the speaker or the person being spoken to.

2) Possessive pronouns:

These pronouns show ownership or possession. Examples include mine, yours, his, hers, its, ours, and theirs. Possessive pronouns are used to show ownership or possession of a person or thing. Here

are some examples of possessive pronouns: *mine, yours, his, hers, its, ours, theirs.*

For example, "This is my book," can be replaced with "This book is mine," where "mine" is the possessive pronoun.

3) Reflexive pronouns:

These pronouns are used when the subject and object of a sentence are the same. They are formed by adding *-self* or *-selves* to a personal pronoun. Examples include *myself, yourself, himself, herself, itself, ourselves, and themselves.*

A reflexive pronoun is a type of pronoun that refers back to the subject of the sentence. Reflexive pronouns are used when the subject and object of a verb or preposition refer to the same person or thing. Reflexive pronouns are used when the subject of a sentence is also the object of a verb or preposition. They are formed by adding *"-self"* (singular) or *"-selves"* (plural) to a personal pronoun. Here are the singular and plural reflexive pronouns: Singular: *myself, yourself, himself, herself, itself.* Plural: *ourselves, yourselves, themselves*

Here are some examples of reflexive pronouns used in sentences:

I hurt myself while playing soccer.

She gave herself a break after studying for hours.

They congratulated themselves on a job well done.

He reminded himself to call his mom later.

We can't blame ourselves for the weather.

In each of these sentences, the subject is also the object of the verb or preposition. The reflexive pronoun emphasizes that the action is being done to or by the same person or thing.

4) Demonstrative pronouns:

These pronouns point to a specific person or thing. Demonstrative pronouns are pronouns that are

used to point to or identify a specific person, place, thing, or idea.

Here are some examples of demonstrative pronouns used in sentences:

This is my favorite book. ("This" points to a specific book)

That is a beautiful sunset. ("That" points to a specific sunset)

These are my new shoes. ("These" points to a specific pair of shoes)

Those are the mountains we climbed last summer. ("Those" points to a specific set of mountains)

In each of these sentences, the demonstrative pronoun is used to point out or identify a specific thing. The pronoun is often used to avoid repeating the noun it refers to, making the sentence more concise and less repetitive

5) Relative pronouns:

These pronouns introduce a subordinate clause that describes a noun or pronoun in the main clause. A relative pronoun is a type of pronoun that is used to introduce a dependent clause in a sentence and relate it to the noun or pronoun that precedes it. The most common relative pronouns in English are "who," "whom," "whose," "which," and "that."

Here's an example sentence that uses a relative pronoun:

"The person who called me last night was my best friend." In this sentence, "who" is the relative pronoun that introduces the dependent clause "who called me last night." The clause modifies the noun "person" and gives more information about them. Without the relative pronoun, the sentence would simply be "The person called me last night was my best friend," which doesn't give us as much information about who the speaker is referring to.

6) Interrogative pronouns:

These pronouns are used to ask questions. An interrogative pronoun is a type of pronoun that is used to ask a question about a noun or pronoun. The most common interrogative pronouns in English are "who," "whom," "whose," "what," and "which."

Here's an example sentence that uses an interrogative pronoun: "Who called me last night?" In this sentence, "who" is the interrogative pronoun that is used to ask a question about the noun "called." The pronoun is used to inquire about the person who performed the action of calling the speaker. Without the interrogative pronoun, the sentence would not be a question and would simply be a statement, such as "Someone called me last night."

7) Indefinite pronouns:

These pronouns refer to an unspecified or unknown person or thing. An indefinite pronoun is a type of pronoun that refers to an unspecified or unidentified noun. It is used to talk about people, things, or places in a general or non-specific way.

Here's an example sentence that uses an indefinite pronoun: "Someone left their umbrella in the office." In this sentence, "someone" is the indefinite pronoun that refers to an unidentified person who left their umbrella in the office. The pronoun is used to indicate that the identity of the person is unknown or not important, and to talk about them in a general or non-specific way. Other examples of indefinite pronouns include "anyone," "anything," "everyone," "everything," "nobody," "nothing," "somebody," and "something."

6. Prepositions:

Prepositions are words that establish relationships between different parts of a sentence by indicating the location, time, direction, manner, or other attributes of a

noun or pronoun in relation to other words in the sentence. Some examples of prepositions include "at," "to," "from," "with," "by," "on," "in," "for," "of," and "about." Here are some examples of sentences that use prepositions:

I am meeting my friend at the coffee shop.

She sent a letter to her grandmother.

He drove from Los Angeles to San Francisco.

I am going to the party with my sister.

The painting was created by a famous artist.

The book is on the table.

She is studying in the library.

He bought a gift for his girlfriend.

The color of the sky is blue.

They are talking about their vacation plans.

7. Conjunctions

Conjunctions are words that connect words, phrases, or clauses in a sentence, such as "and," "but," or "or."

8. Interjections

Interjections are words or phrases that express strong emotions or reactions, such as "wow," "ouch," or "hey."

C. Grammatical Problems

The learners often make errors. There are two types of grammatical errors: intralingual and interlingual errors. Learners of a second language often make errors when trying to produce grammatically correct sentences. These errors can be broadly categorized into two types: intralingual errors and interlingual errors.

1. Intralingual errors

Intralingual errors, also known as "errors within the language," occur when a learner makes errors that are typical of native speakers of their own language. These errors result from the learner's lack of mastery of the target language's rules and structures.

Intralingual errors actually occur when a learner makes errors that are not typical of native speakers of their

own language, but rather result from incomplete or inaccurate understanding of the target language's rules and structures. These errors are sometimes referred to as "developmental errors" because they are part of the natural process of second language acquisition, and typically decrease as the learner's proficiency in the target language improves.

Examples of intralingual errors might include a learner of English using the wrong verb tense or preposition, or omitting articles or auxiliary verbs inappropriately. These errors are often the result of overgeneralizing a rule or pattern, or applying a rule inconsistently.

Examples of using the wrong verb tense in English might include:

- a. Present simple instead of present continuous: "I always eat breakfast at 7am" (should be "I am eating breakfast at 7am").
- b. Past simple instead of present perfect: "I went to Paris last year" (should be "I have been to Paris").
- c. Present perfect instead of past simple: "I have eaten breakfast an hour ago" (should be "I ate breakfast an hour ago").
- d. Future simple instead of present continuous: "I will see a movie tonight" (should be "I am seeing a movie tonight").
- e. Past perfect instead of past simple: "I had breakfast when my friend arrived" (should be "I was having breakfast when my friend arrived").
- f. Another example: a learner of English who says "I am liking this movie" instead of "I like this movie" is making an intralingual error because they are using the present continuous tense in a nonstandard way that is typical of their native language.

The other perspective of common mistakes that people make in grammar are as follows.

- a. Subject-verb agreement: This occurs when the subject and verb do not agree in number. For example, saying

"the dog barks" is correct, but saying "the dog bark" is incorrect. The dog barks" is the correct sentence because "barks" agrees with the singular subject "dog." "The dog bark" is incorrect because "bark" is not in agreement with the singular subject "dog." In this case, the correct verb form to use would be "barks" to match the subject.

- b. Misusing apostrophes: This happens when an apostrophe is used incorrectly to indicate possession or pluralization. For example, saying "the dog's are barking" is incorrect, as it should be "the dogs are barking." Apostrophes are used to indicate possession or contraction, not pluralization. The correct plural form of "dog" is "dogs", so the apostrophe is not needed in this case. Using an apostrophe to form the plural, as in "dog's" would be incorrect. In this sentence, "the dogs are barking" is the correct way to indicate that multiple dogs are making noise.
- c. Using incorrect verb tenses: This happens when the wrong verb tense is used in a sentence. For example, saying "yesterday, I will go to the store" is incorrect, as it should be "yesterday, I went to the store." "Yesterday, I will go to the store" is an example of using the future tense "will go" to describe a past action, which is grammatically incorrect. The correct verb tense to use when referring to an action that took place in the past is the simple past tense. In this case, the correct sentence would be "Yesterday, I went to the store."
- d. Using incorrect pronouns: This happens when the wrong pronoun is used in a sentence. For example, saying "him and me went to the store" is incorrect, as it should be "he and I went to the store." "Him and me went to the store" is an example of using object pronouns (him, me) instead of subject pronouns (he, I) in the subject of a sentence, which is grammatically incorrect. When referring to the subject of a sentence, you should use subject pronouns. In

this case, the correct sentence would be "He and I went to the store."

- e. Misusing commas: This happens when commas are used incorrectly to separate clauses, phrases, or items in a list. For example, saying "I like apples, bananas, and oranges, and grapes" is incorrect, as there should only be one "and" before the last item in the list.
- f. Confusing homophones: This happens when words that sound alike but have different meanings and spellings are confused. For example, saying "Their going to the store" is incorrect, as it should be "they're going to the store."
- g. Using double negatives: This happens when two negative words are used in the same sentence, creating a positive meaning. For example, saying "I don't want nothing" is incorrect, as it should be "I don't want anything."

These examples illustrate how using the wrong verb tense can result in incorrect or unclear communication in English. It is important to use the appropriate verb tense in order to convey accurate information and convey intended meaning.

There are several ways to improve the use of English verbs:

- a. Study verb tenses: Understanding the different verb tenses and when to use them is essential to using English verbs correctly. Learning the rules for each tense and practicing using them in context can help learners improve their accuracy.
- b. Pay attention to verb patterns: Some verbs are always followed by a particular preposition, while others take a particular grammatical structure (such as a gerund or infinitive). By becoming familiar with these patterns and practicing using them, learners can improve their accuracy and fluency.
- c. Read and listen to English: Exposure to a variety of written and spoken English can help learners develop a

better understanding of how verbs are used in context. Reading books, articles, and other materials in English, as well as listening to English-language media like podcasts and videos, can help learners improve their comprehension and production of English verbs.

- d. Practice, practice, practice: Practice using English verbs in context as much as possible. This can include writing exercises, conversation practice, and other activities that require the use of verbs. By practicing regularly, learners can develop greater confidence and accuracy in their use of English verbs.
- e. Get feedback: Finally, it can be helpful to get feedback from a teacher, tutor, or language exchange partner. They can help identify areas where learners may be making errors and provide guidance and correction.

Learners of English as a second language often make errors when using prepositions, particularly with the prepositions "in," "on," and "at," which can be quite tricky to master.

Examples of using the wrong preposition in English might include:

- a. "I'm waiting on the line" (should be "I'm waiting in the line").
- b. "I'm living in the 15th floor" (should be "I'm living on the 15th floor").
- c. "I have a meeting at 10am in Friday" (should be "I have a meeting at 10am on Friday").
- d. "I'm studying at the library on the campus" (should be "I'm studying in the library on campus").
- e. "I'm interested in English" (should be "I'm interested in learning English").
- f. "I'm afraid from spiders" (should be "I'm afraid of spiders").
- g. "I'm bored of this movie" (should be "I'm bored with this movie").
- h. "I'm good at math" (should be "I'm good in math").

These examples illustrate how using the wrong preposition can result in incorrect or unclear communication in English. It is important to use the appropriate preposition to convey accurate information and convey intended meaning. We often find the learners using "My book is the same *with* yours" instead of "My book is the same *as* yours"; "Human language is different *with* animal's means of communication"; and the like.

One way to improve the use of prepositions is to become familiar with common collocations or combinations of words that often go together. For example, we say "in the morning," "on the weekend," and "at the beach." Learners can gradually improve their accuracy and fluency by paying attention to these patterns and practicing using prepositions in context. Concerning the use of other prepositions, we say "different from," "similar to," "the same as," "refer to," "according to," "on the basis of," and the like. To make sure, we can consult our dictionary.

2. Interlingual errors

Interlingual errors, also known as "errors between languages," occur when a learner's native language interferes with their production of the target language. These errors are often the result of the learner's attempt to transfer the rules and structures of their native language to the target language. For example, a learner of English who says "I have 25 years" instead of "I am 25 years old" is making an interlingual error because they are using a structure that is grammatically correct in their native language but not in English. The errors as a result of the use of the L-1 system is referred to as interference. Interference can also occur in grammar and vocabulary, as learners may transfer patterns and structures from their native language to the second language, resulting in errors and non-native-like language use. This can happen even when the structures and patterns are not shared between the two languages.

There are some points which affect the errors in using languages. First, before learning foreign or second language, learners have mastered their first language and use it based on the system of the language. Each language has their own system which is different from other languages. The system of first language which is different from the language system being learned can cause the occurrence of language errors on the language being learned. Second, in the process of learning second or foreign language, the language of instruction used is first language, so in learning the language learners still think by using their first language. Interference may occur on the linguistic system including phonology, morphology, and syntax, as well as semantics. Moreover, interference may occur either both in spoken or written languages.

The problem in teachers and students' mentality towards teaching and learning grammar will make realization of goal in learning English language to be impossible. Students are too focused on getting higher grade rather than being able to use English language itself. Students would only remember grammar rules in English language only to be used as an answer in a language exam. According to Sandra J.S. (2002), the understanding of language learning as both an educational and a political issue is at the heart of Communicative Language Teaching. It is assumed that language teaching and language policy are inextricably linked. Language learning objectives and teaching strategies should differ depending on the context. As a result, program design and implementation are dependent on collaboration among policymakers, linguists, researchers, and educators.

The problems in Teaching and learning of grammar in English language are numerous. In addition, the reasons for these problems are also various. Most of the problems in teaching and learning of English grammar came from the materials of grammar, the students, the teachers, and the

method that the teacher used in order to teach grammar. To elaborate even further, grammar problems that occurred in English language learning will be pointed out and described:

1. The contents of grammar of teaching and learning English language

There are two factors that affect the contents of grammar in English language. Not only that grammar in English language is a complex subject for students, material books or guide books that covered grammar are lacking. These two factors that created an issue in contents of teaching and learning grammar of English language. The difference of grammar rules in students' mother tongue to English language generate another obstacle to face for students. Students needs to remember these differences in grammar rules in order not to left behind in the English classroom. The lack of material books that covers grammar as voiced by teachers also hinder the progress teaching and learning of English language.

2. The time spent to taught and learn grammar

As problem in the contents of grammar arises, the time spent to teach and learn grammar would also significantly be reduced. The complexity in grammar pressured teachers and students to focus on different aspects of English language. The deficiency of grammar books would also reinforce this behaviour of grammar neglection since teachers would focus on another English skill books that are abundant.

3. The size of class to teach and learn grammar

The time that could be spent in teaching English grammar is lacking is because classroom of English language is too overcrowded. Classroom that are too overcrowded cannot develop their grammar skills evenly, as teachers cannot focus on each and every student that is in the classroom. This resulted in halted development in grammar skills in English classroom.

4. The proper method of teaching grammar

Since the focus on students is too spread out because of overcrowded English classroom, a proper method to develop grammar skills is unable to be used. Most of the researchers pointed out that many teachers used grammar translation method. This method is too outdated and traditional to assist students in learning English grammar. This method would also be unable to assist students to use grammar rules in their daily life as this method is focused on students to remember grammar rules instead of practicing them.

Marianne (1979) came to the following conclusion:

Classes are taught in the mother tongue, with little active use of the target language. Long, detailed explanations of grammar intricacies are provided. Grammar provides the rules for connecting words, and instruction frequently focuses on word form and inflection. Often, the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. Pronunciation is given little or no consideration. It is true in Chinese grammar instruction.

As Ur P (1988) have stated, it is better for students to innately acquire grammar rules by activities that would engage them to communicate using particular exercises focused on teaching grammar. Only remembering the grammar rules in English language would only aid students academically.

Teachers' and students' mentality towards grammar of English language. These problems affect teachers and students' mentality toward teaching and learning of English language. Most of these problems would make students shy away and embarrassed to even try to practice their grammar skill that they have remembered. Expectation of teachers towards the ability of their students would scare away students that wants to try to use grammar rules in practice. Celce-Murcia & Hilles (1988) have noted that for grammar

skills in students to form, students need to achieve motivation and the ability to do so. This lack of motivation in trying to use or applying grammar rules of English language would shape up another goal for students and teachers in teaching and learning of English language. Regarding the problem of teachers' ability to present grammar rules, Bygate, Tonkyn, & Williams (1994) have pointed out requirements for teachers to be able to present grammar skills to their students

D. Implication in English Language Learning

In highlighting this problem in Teaching and learning grammar of English language, hopefully it will drive more attention towards the lack of grammar book in schools. Having diverse collection of grammar books would help students to understand the complexity of grammar rules.

Having highlighted the problem of ineffective use of time spent in teaching and learning grammar, it is anticipated for teachers to be able to divide and give more time to teaching and learning grammar for their students. An effective time spending of teaching and learning grammar would alleviate students' concern. More time spent on teaching and learning grammar rules would help students to remember and practice their skill in grammar usage in order to be used in their daily life.

Implication of appropriate class size to teach grammar class. With the problem of overcrowded classroom sorted. Teachers could spread their focus towards students evenly. Students also could focus better with a compact classroom with not too many students. A calmer environment could be achieved in an appropriately sized English language classroom. This would also give time for teachers to develop proper method to establish grammar skills in their students.

Implication of the use of better and proper method in teaching and learning English grammar. With no overcrowding of students in a classroom, teacher could implement a more modern and proper way of teaching and learning English

grammar. A method that would incite students to practice their grammar skill in their daily life would be preferable. For example, audio lingual method and Communicative Approach (CA). These two methods of teaching would aid students to be more active with their grammar skills.

Implication of improvement in teachers and students' mentality. By sorting most of these problems, teachers and students will have better mentality in teaching and learning grammar. Students who were usually confused towards grammar, would be more inclined to study English grammar if there are more diverse contents of English grammar. Moreover, the students who are usually disinterested or too embarrassed would actively practice their grammar in daily life setting if the method that is used to teach them incite them to do so. Lastly, with number of students reduced, teachers would have more time to focus on each student.

Implication of better goals in English language study. Improved mentality on teacher on students would bring back original purpose of learning a language. Grammar skills will not be taught haphazardly just to improve students' grade, but also to make them able to speak English language adhering to grammar rules. This would improve communication and interaction for the better.

It is important to note that making errors is a natural part of the language learning process, and learners should not be discouraged by them. In fact, errors can be a useful tool for both learners and teachers to identify areas of weakness and focus on improving specific aspects of the language.

What should the English teachers do to improve the learners' intralingual grammatical errors? To improve learners' intralingual grammatical errors, English teachers can take the following steps:

1. Identify the common errors: Teachers should identify the most common intralingual grammatical errors that learners make. These errors could be related to the use of articles, prepositions, verb tenses, or other grammatical structures.

2. Provide explicit instruction: Teachers should provide explicit instruction on the correct use of grammar, including explanations of the rules and examples. Teachers can use a variety of resources such as grammar books, online resources, or worksheets.
3. Use authentic materials: Teachers should use authentic materials, such as newspaper articles or excerpts from books, to provide learners with examples of how grammar is used in context.
4. Provide corrective feedback: Teachers should provide corrective feedback to learners when they make grammatical errors. This feedback should be specific and focus on the error made. Teachers can use a variety of techniques such as modeling, recasting, or prompting to provide feedback.
5. Encourage self-correction: Teachers should encourage learners to self-correct their grammatical errors. This can be done by providing opportunities for learners to review and edit their written work, or by giving learners time to reflect on their spoken language and correct any errors.
6. Provide opportunities for practice: Teachers should provide learners with ample opportunities to practice using the correct grammar. This can be done through activities such as drills, exercises, or games.

By implementing these strategies, English teachers can help learners to identify and correct their intralingual grammatical errors, and improve their overall language proficiency.

What should the English teachers do to improve the learners' interlingual grammatical errors? To improve learners' interlingual grammatical errors, English teachers can take the following steps:

1. Identify the common errors: Teachers should identify the most common interlingual grammatical errors that learners make. These errors could be related to the differences between the grammar rules of the learner's first language and English.

2. Provide explicit instruction: Teachers should provide explicit instruction on the grammar rules that differ between the learner's first language and English. Teachers can explain the differences and provide examples to help learners understand how to use English grammar correctly.
3. Use comparative analysis: Teachers can use comparative analysis to help learners understand the differences between their first language and English. Teachers can point out the similarities and differences in grammar rules and sentence structure, and show learners how to apply the correct grammar rules in English.
4. Provide corrective feedback: Teachers should provide corrective feedback to learners when they make interlingual grammatical errors. This feedback should be specific and focus on the error made. Teachers can use a variety of techniques such as modeling, recasting, or prompting to provide feedback.
5. Encourage self-correction: Teachers should encourage learners to self-correct their interlingual grammatical errors. This can be done by providing opportunities for learners to review and edit their written work, or by giving learners time to reflect on their spoken language and correct any errors.
6. Provide opportunities for practice: Teachers should provide learners with ample opportunities to practice using English grammar correctly. This can be done through activities such as drills, exercises, or games.

By implementing these strategies, English teachers can help learners to identify and correct their interlingual grammatical errors, and improve their overall language proficiency in English.

What should the English learners do to improve their grammatical errors?

English learners can take the following steps to improve their grammatical errors:

1. Identify the specific areas of difficulty: English learners should identify the specific areas of grammar that they struggle with the most, such as verb tenses, articles, or prepositions.
2. Seek help: Learners can seek help from their teachers, tutors, or other resources such as grammar books or online resources. They can also ask for feedback on their written work or speaking from native speakers or experienced learners.
3. Practice regularly: Learners should practice using English grammar regularly by reading, writing, and speaking in English as much as possible. They can also do grammar exercises or drills to reinforce their understanding of grammar rules.
4. Focus on accuracy: Learners should focus on accuracy when using grammar, even if it means speaking or writing more slowly. They should aim to use the correct grammar, rather than trying to speak or write quickly at the expense of accuracy.
5. Use grammar in context: Learners should try to use grammar in context by reading and listening to authentic materials such as books, news articles, or podcasts. This will help them to understand how grammar is used in real-life situations.
6. Reflect on mistakes: Learners should reflect on their mistakes and try to understand why they made them. They can then work on improving their understanding of the grammar rules related to the mistakes they made.

By implementing these strategies, English learners can improve their grammar skills and reduce their grammatical errors over time.

E. Conclusion

In conclusion, to overcome these challenges, learners can take a proactive approach to mastering grammar. This may include seeking out opportunities for exposure and practice,

such as reading and listening to authentic language materials, as well as practicing with a tutor or language exchange partner. Learners can also use a variety of tools and resources to aid their understanding of grammar rules, such as grammar textbooks, online courses, and language learning apps. Additionally, learners can work to build their confidence by focusing on their successes and seeking feedback from others in a supportive environment. At the same time, learners can take a proactive approach to mastering vocabulary. This may include setting realistic goals, seeking out opportunities for exposure and practice, and using a variety of tools and resources to aid memorization and retention. Additionally, learners can stay motivated by focusing on their progress and celebrating their successes along the way.

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CHAPTER

7

PROBLEMS IN IDIOMS AND EXPRESSIONS

Muhammad Fauzian Noor

A. Introduction

English is one of the foreign languages that Indonesian students study. English is another language that is commonly used as a universal language. It is essential to learn English for this reason alone, as globalization has occurred in this world. Because of this, English is critical in assisting Indonesia's human resources. Furthermore, English gradually became a language centered on Indonesian students, eventually becoming a standard requirement in dealing with the global era (Tochon, 2009)

Commonly, as a consequence of rising industrialization and technological adaptation, learning English is far more practical than it was originally. The use of smartphone and laptop mainly participated in current generation as a “norm” tools. Koesnandar cited in (Suroso and Adi Winanto, 2009) explained that the internet plays an important role in learning, such as a reference for current science, knowledge management tools, a network of diverse science experts, networks among educational institutions, and a center for developing teaching material, curriculum development rides, and community comparison of competency standards.

Every language always associates with communication component that consists of Phonology, Morphology, Syntax, Semantics, and Pragmatics. Therefore the language considered as unique and universal (Rabiah, 2018). Idiom is also one of the systems which gathered around fixed language. When you

learn a language, you will eventually learn the culture and local wisdom. Thus, idioms served their purpose as culture characteristics. (Brown, 1994)

According to Boers (2008) all languages have idioms and are full of them. Idiomatic expressions are common words or phrases that mean something other than their literal meaning but are understandable due to their widespread use. Carter as cited in Syarfuni (2014) defines idioms are special combinations of words with restricted forms and meanings that cannot be derived from the literal meanings of the words that represent them. On the contrary, it's additionally referred to as an expression, word, or phrase with a figurative meaning that native speakers acknowledge.

It is simple for language learners to understand how figurative speech works if the language is commonly introduced as their native language. Unfortunately, for non-native language learners, this poses a significant challenge when learning a language, particularly English. If Indonesian students do not learn idiomatic expressions, they will have difficulty distinguishing between some actual word meanings and slang. For the example, in Indonesia there are the words of "*Malu-malu kucing*" which means "Shy cat" if we use literal translation without proper knowledge of similar meaning in English. The same case could be interpreted in English idiom of "piece of cake" if we direct translate to Indonesia will goes to "*potongan kue*" which does not make sense at all. The aspect of "native-speaker" like should improve the way communication will flow, although it is not required in the order of other important skills including listening, speaking, writing, and reading. Eventually idioms shape in all-around the skills in the language must have. (Ambrose, 2008)

Language is an essential element for culture; it is means of interaction that allows the creation of culture (Wardaugh, 1986 Mu'in, 2021)). This is the reasons why idiom and expressions play the important role if we talk about learning a language. Understanding and correctly utilizing idioms can

help with the process of communicating in English. The author will investigate idiom and expressions toward student's perspective and the problem that occurred when learning English.

In English, an idiom is a phrase or expression that has a meaning that is different from the literal meaning of the words used. Idioms are commonly used in everyday language and often reflect cultural or historical contexts. For example, the phrase "break a leg" is an idiom commonly used to wish someone good luck, especially before a performance or presentation. The literal meaning of "break a leg" is to fracture a bone in one's leg, but the idiom's actual meaning is to do well and have a successful outcome. Some idioms are used so frequently that they become part of the language and are understood by most English speakers, while others are more specific to certain regions or groups. Idioms can be challenging for non-native English speakers to understand and use correctly, as they often require an understanding of the cultural or historical context in which they are used.

In English, an expression is a phrase or group of words that conveys a particular meaning or idea. Unlike idioms, expressions usually have a literal meaning and are not meant to be interpreted figuratively or metaphorically. Expressions can be used in a wide variety of contexts, including in formal and informal speech, writing, and other forms of communication. Some common expressions in English include "it's raining cats and dogs," "piece of cake," and "butterflies in your stomach.". Expressions can be made up of various parts of speech, including nouns, verbs, adjectives, and adverbs. They may also include prepositions or other grammatical structures. While expressions are generally easier to understand than idioms, they can still be challenging for non-native English speakers to learn and use effectively. Like idioms, expressions are often culturally specific and may not have direct equivalents in other languages. It is important to study and practice using expressions in context to become proficient in their use in

English.

B. Objective

The objective of this research is to find the difficulty and problem in acquire idioms and expression in learning English language.

C. Material

According to Mu'in (2021) languages have characteristic that essential to the culture. Understanding idioms is essential for mastering and utilizing a language because they are an essential part of one's culture. In order to find the most effective process of language learning, students should first understand how EFL learners acquire and use idioms in the process of communicating and improving their proficiency. Non-native English speakers have been found to be unable to use idiomatic expressions. Non-native English speakers, in contrast to native English speakers, lack the ability to use and fully grasp idiomatic expressions. This is an issue in non-native speakers' knowledge and proficiency of the English language, and it is considered as a gap in their language learning process.

Irujo (1986b) claims that "idioms do not say what they mean" because they are not literal. Non-native learners struggle not only with the meaning of idioms, but also with their proper usage. The researcher discovered that students' understanding of idioms was still very poor. Despite their desire to learn them, the students were unaware of the commonly used idioms. It was stated that idioms are extremely difficult to learn because they are not a part of the learning system and are not covered in the curriculum. (Al-Khawaldeh et al. 2016; Shahidipour and Tahririan, 2018). In this case the researcher feels interested in finding the problem and solving the right solution.

D. Method

This research is written based on library research. The authors utilize the qualitative approach supported by

descriptive methods. The qualitative data are identified, classified, and discussed/interpreted.

E. Idioms And Expressions

According to Mu'in (2021) languages have characteristic that is essential to the culture. Understanding idioms is essential for mastering and utilizing a language because they are an essential part of one's culture. In order to find the most effective process of language learning, students should first understand how EFL learners acquire and use idioms in the process of communicating and improving their proficiency. Non-native English speakers have been found to be unable to use idiomatic expressions. Non-native English speakers, in contrast to native English speakers, lack the ability to use and fully grasp idiomatic expressions. This is an issue in non-native speakers' knowledge and proficiency of the English language, and it is considered as a gap in their language learning process.

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Idiomatic expressions, as well known as idioms, are plentiful and appear frequently in the English language. Idioms serve to bridge the gap between the existence of more creative communication and the importance of communication in a relationship (Laflin, 1996). Idioms in English have various meanings that can be derived from the components that form the idiom. According to Cain, Oakhill, and Lemmon (2005), an idiom is a "figurative expression that usually can be interpreted

literally but that takes a nonliteral meaning when used in a specific context. For example, the idiomatic expression "piece of cake" has nothing to do with the physical manifestation of part of object, which is part of the cake. The idiom "piece of cake" means "something that's simple to accomplish or easy to do".

Idioms are fixed expressions that are typically used in a figurative sense and have arbitrary meanings in Linguistics. Furthermore, idiomatic expressions obtain their meaning through coincidence and chance. (Thyab, 2016). Several idioms with literal meanings include the words "stand up", "sit down", "speak up", "listen to", and "look at". This idiom was simple to grasp because they can define the words and they can become common vocabulary. Idiomatic is more difficult to understand than common idiom because its meaning is purely different from the literal meaning. There are several idioms with the same meaning but different words and phrases among the many available. The idioms "lose your cool", "blow of fuse" and "breathe fire" refer for being angry. These three idioms have the interpretation that they have because anger is produced through the illustration of something hot inside. Based on that statement, we can state that Idioms typically have variation of expression lingers on the phrase, which explains the meaning in the form of expressions that can be read by people (Ambrose, 2008).

1. Understanding the meaning.

Idioms and expressions are often used to convey a specific meaning that may not be obvious from the words used. For example, "kick the bucket" means to die. Learners may struggle to understand the figurative meaning behind idioms. Understanding the figurative meaning behind idioms can be challenging for learners, especially those who are not familiar with the culture or context in which the idiom is being used. Here are some tips that may help learners better understand the meaning behind idioms:

- a. Look for context: As mentioned earlier, idioms are often context-dependent, so try to understand the situation or

conversation in which the idiom is being used. This can give you clues about what the idiom might mean.

- b. Analyze the literal meaning: Although idioms have figurative meanings, it can still be helpful to think about the literal meaning of the words in the idiom. This can help you make connections to the figurative meaning.
- c. Use online resources: There are many online resources available that can help you understand the meaning of idioms. Websites such as IdiomDictionary.com and TheFreeDictionary.com have large collections of idioms and their meanings.
- d. Learn about the culture: Many idioms are based on cultural references that may not be familiar to non-native speakers. Learning about the culture or context in which the idiom is used can help you understand the meaning behind the expression.
- e. Practice using idioms: Once you have a better understanding of idioms, try to use them in your own conversations and writing. This can help reinforce your understanding of the idiom and its meaning.

2. Memorization

There are thousands of idioms and expressions in English, and memorizing all of them can be a daunting task. Learners may find it difficult to remember the meanings of idioms and when to use them in conversation. That is a common challenge for learners when it comes to idioms and expressions. Here are some tips to help learners remember the meanings of idioms and expressions and use them in conversation:

- a. Make flashcards: Writing the idiom on one side of a flashcard and the meaning on the other side can be an effective way to remember idioms. You can practice flipping through the cards to test your memory.
- b. Use idioms in context: Practice using idioms in sentences to help reinforce your understanding of their meanings. Try to use them in conversations with friends or

colleagues, or in writing.

- c. Associate idioms with images: Sometimes, creating mental images that are associated with the idiom can help you remember the meaning. For example, the idiom "break the ice" could be associated with an image of someone smashing a block of ice.
- d. Create a story: Creating a story or anecdote that uses the idiom can help you remember its meaning. For example, you could create a story about a person who "hit the nail on the head" by accurately identifying a problem and solving it.
- e. Focus on common idioms: There are many idioms in English, so it can be helpful to focus on the most commonly used ones. This can help you prioritize which idioms to learn first and use more frequently in conversation.

3. Contextual usage

Idioms and expressions are often used in specific contexts, and using them inappropriately can lead to confusion or misunderstanding. Learners may struggle to identify the appropriate context for using idioms. That's a common challenge for learners when it comes to idioms and expressions. Here are some tips to help learners identify the appropriate context for using idioms:

- a. Observe native speakers: Observe how native speakers use idioms in conversations or writing. This can give you clues about the appropriate context for using certain idioms.
- b. Pay attention to tone and register: The tone and register of the conversation or writing can give you clues about the appropriate context for using idioms. For example, some idioms may be more appropriate for informal conversations or writing, while others may be more appropriate for formal or professional settings.

- c. Consider the topic: The topic of the conversation or writing can also give you clues about the appropriate context for using idioms. For example, idioms related to sports or entertainment may be more appropriate in casual conversations, while idioms related to business or politics may be more appropriate in professional settings.
 - d. Practice using idioms in different contexts: To become comfortable using idioms in different contexts, practice using them in different situations, such as in casual conversations with friends or in professional settings. This can help you gain a better understanding of the appropriate context for using certain idioms.
 - e. Use online resources: There are many online resources available that can provide examples of how to use idioms in different contexts. For example, you can search for articles or videos that provide examples of idioms used in business or academic writing.
4. Variations.

Idioms and expressions often have variations and different nuances, depending on the region or culture. This can lead to confusion for learners who are not familiar with the variations. Idioms and expressions can have variations and different nuances depending on the region or culture in which they are used. This can sometimes lead to confusion for learners who are not familiar with the variations. Here are some tips to help learners navigate the variations:

- a. Learn the variations: Try to learn the different variations of an idiom or expression. This can be done by consulting online resources or by asking native speakers from different regions.
- b. Focus on the most common variations: It can be overwhelming to try to learn every variation of an idiom, so it's best to focus on the most common ones used in your target language or culture.
- c. Pay attention to context: Context is key to understanding idioms and expressions, so try to pay attention to the

situation or conversation in which they are being used. This can give you clues about which variation is being used and what it might mean.

- d. Ask for clarification: If you are unsure about the meaning of an idiom or expression, don't be afraid to ask for clarification. Native speakers are usually happy to explain the meaning and variations of idioms.
- e. Use idioms with caution: If you are not sure about the variation or nuance of an idiom, it's best to use it with caution or avoid using it altogether. This can help avoid confusion or misunderstandings in conversation.

5. Pronunciation

Some idioms and expressions may be difficult to pronounce, especially for learners who are not familiar with English phonetics. Direct translation of idioms and expressions from other languages to English can lead to incorrect usage or confusion. Learners may need to understand the cultural background and context of idioms to use them effectively. Direct translation of idioms and expressions from other languages to English can often lead to incorrect usage or confusion. This is because idioms and expressions are deeply rooted in the cultural background and context of the language in which they are used, and they may not have a direct equivalent in English. For example, in Spanish, the expression "tomar el pelo" literally translates to "take the hair," but its actual meaning is to tease or pull someone's leg. Directly translating this expression into English could lead to confusion or misunderstanding. To use idioms and expressions effectively in English, learners may need to understand their cultural background and context. This includes learning about the cultural history and traditions of the English-speaking countries in which the language is used. Additionally, learners can benefit from exposure to authentic English language materials, such as books, movies, and TV shows, to become more familiar with the idioms and expressions used in context. Overall, using

idioms and expressions correctly in English requires more than just a literal translation from another language. It requires a deep understanding of the cultural context in which they are used, as well as exposure to the language in authentic contexts.

The idioms and expressions can be problems in English Language Learning due the following reasons. Firstly, idioms and expressions often have a figurative meaning that is not immediately obvious from the literal words used. This can make it difficult for learners to understand the intended meaning of an idiom or expression, especially if they are not familiar with the cultural context in which it is used.

Secondly, idioms and expressions can have multiple meanings, depending on the context in which they are used. This can be confusing for learners who may not be familiar with the different nuances and variations of the idiom or expression.

Thirdly, idioms and expressions are often used in specific situations or contexts, and using them inappropriately can lead to confusion or misunderstandings. Learners may need to be familiar with the appropriate context and tone in which to use an idiom or expression.

Finally, idioms and expressions can vary between regions and cultures, which can make it difficult for learners to understand and use them correctly. Learners may need to be aware of the regional and cultural variations of idioms and expressions to use them effectively. Overall, learning idioms and expressions requires exposure to the language in real-life situations, as well as a deep understanding of the cultural and linguistic context in which they are used.

F. Learning Problems in Idiom

1. What is an idiom?

An idiom is a phrase or expression that has a figurative meaning that is different from its literal meaning.

These expressions are commonly used in English, and they are often used to add color, humor, or emphasis to speech or writing. For example, the expression "kick the bucket" is an idiom that means to die.

Acquiring idioms can be challenging for non-native speakers of English. One of the problems is that idioms can be very context-dependent, which means that they often don't make sense if you take them literally. Additionally, many idioms are based on cultural references that may not be familiar to non-native speakers, which can make it difficult for them to understand the meaning of the expression.

Another problem with acquiring idioms is that they are often not directly taught in English language classes, which can make it hard for learners to become familiar with them. In many cases, learners have to rely on exposure to English-language media, conversations with native speakers, or other informal sources of language input to learn idioms.

Finally, because idioms are so varied and numerous, it can be challenging to know which idioms to focus on learning first. Some idioms are more commonly used than others, so learners may want to prioritize learning those that are most likely to come up in everyday conversation or reading.

There are many examples of English idioms. Here are a few common ones:

- a. "Break a leg" - This idiom is often used to wish someone good luck before a performance or event.
- b. "Bite the bullet" - This idiom means to face a difficult or unpleasant situation with courage.
- c. "Cost an arm and a leg" - This idiom means that something is very expensive.
- d. "Kill two birds with one stone" - This idiom means to accomplish two things at once.

- e. "Let the cat out of the bag" - This idiom means to reveal a secret or something that was supposed to be kept private.
- f. "Hit the nail on the head" - This idiom means to accurately identify or solve a problem.
- g. "Put all your eggs in one basket" - This idiom means to focus all of your resources or efforts on one thing, which can be risky.
- h. "A piece of cake" - This idiom means that something is very easy to do.
- i. "Break the ice" - This idiom means to start a conversation or social interaction with someone who you don't know very well.
- j. "Raining cats and dogs" - This idiom means that it is raining very heavily.

2. Understanding English Idioms

Understanding English idioms can be challenging, but there are a few strategies that can help. Idioms are often context-dependent, so try to understand the situation or conversation in which the idiom is being used. This can give you clues about what the idiom might mean. Although idioms have figurative meanings, it can still be helpful to think about the literal meaning of the words in the idiom. This can help you make connections to the figurative meaning. There are many online resources available that can help you understand the meaning of idioms. Websites such as IdiomDictionary.com and TheFreeDictionary.com have large collections of idioms and their meanings.

Exposing yourself to English-language media such as books, movies, and TV shows can help you become more familiar with idioms and how they are used in context. Once you have a better understanding of idioms, try to use them in your own conversations and writing. This can help reinforce your understanding of the idiom and its meaning.

Non-native language learners often avoid using English idioms since they find them difficult. They are accustomed to hearing several idioms that frequently appear

in various western films or music, alas when interpreted word for word, these idioms have different meanings. "Hit the nail on the head" is one of the idioms which describes a situation where if translated into words will result in a total error in its meaning. For example, if language learner took the word to word in Indonesia it will be "hit (memukul) the nail (paku) on the head (di kepala)" which means an act of violence to hit the nail on someone's head. This is completely unjustified because each native language has its own idioms with distinct meanings.

Based on research conduct by Funtek (2015) show that non-native speakers were indeed encounter problem recognizing the idiom because of its different meaning each word mostly reduce and change the actual meaning in that language. Aside from having a different meaning than the translation of each word, idioms' hidden meaning makes it challenging for learners to understand English idioms. When students come across an idiom in English, they will immediately search in the form of their first language, resulting in unrelated and meaningless results.

Learning a new language is indeed difficult, especially given the numerous obstacles faced by non-native students, particularly Indonesian students. When compared to their basic knowledge, there are four main skills: listening, reading, speaking, and writing; idioms are one of the most difficult challenges because idioms are not one of the skills required in the syllabus and are intentionally used to solidify words. Idioms are likely difficult because they are deeply rooted in the culture of the target language. According to Irujo (1986b) there are various types of difficulties in learning idioms in a language learner context.

G. Learning Problems in English Expressions

1. What is an expression in English language?

An expression in English language is a combination of words that have a specific meaning that may not be

immediately clear from the literal definition of the individual words. Like idioms, expressions are a common part of everyday English language and are often used in conversation and writing. Expressions can take different forms, including idiomatic expressions, phrasal expressions, and proverbs. Idiomatic expressions are combinations of words with a figurative meaning that may not be obvious from the literal meaning of the words.

2. Phrasal expressions

Phrasal expressions are combinations of words that function as a single unit and often include a verb and a preposition or adverb. Proverbs are short sayings or expressions that convey a general truth or piece of advice. Phrasal expressions are combinations of words that function as a single unit and often include a verb and a preposition or adverb. Phrasal expressions are commonly used in everyday English language and are an important part of spoken and written communication. Phrasal expressions can have a variety of meanings, depending on the context in which they are used. For example, the phrasal expression "get over" can mean to recover from an illness or to overcome a problem, depending on the context. Similarly, the phrasal expression "look after" can mean to take care of someone or something, depending on the context. Phrasal expressions can be separable or inseparable. In separable phrasal expressions, the verb and the particle can be separated by an object, while in inseparable phrasal expressions, the verb and the particle cannot be separated by an object.

3. Phrasal expressions and their meanings

Examples of common phrasal expressions in English include "take off" (to leave or become successful), "put up with" (to tolerate or endure), "back up" (to support or reinforce), and "run into" (to meet by chance). The other examples of common expressions in English include "kick the bucket" (to die), "break a leg" (good luck), "beat around the bush" (avoiding the main topic), "hang in there" (to

persevere through difficult times), and "practice makes perfect" (repetition leads to improvement).

The other form of expression is a proverb. What is a proverb in English language? A proverb in English language is a short, pithy saying that expresses a general truth or piece of advice. Proverbs are often based on common sense, observations, or experiences and have been passed down through generations. Proverbs are a common part of everyday language and are often used in conversation and writing.

Proverbs can take different forms, including traditional sayings, adages, maxims, and aphorisms. They are often used to offer guidance or wisdom and can be applied to a wide range of situations.

Examples of common proverbs in English include "an apple a day keeps the doctor away" (eating healthy keeps you healthy), "actions speak louder than words" (what you do is more important than what you say), "don't put all your eggs in one basket" (don't risk everything on one opportunity), "where there's smoke, there's fire" (if there are signs of a problem, there is probably a problem), and "you can't have your cake and eat it too" (you can't have everything you want).

Proverbs are often culturally specific and may not make sense to people who are not familiar with the culture. However, many proverbs have been translated into other languages and are recognized worldwide.

H. Implication in Language Learner Class

Based on the findings of this study, the difficulties and causes of difficulty that students face when learning English are due to the different meanings of each word, as well as a lack of English idioms that are known, studied, and used. In preparation for this, students should expand their knowledge of English idioms. The results reveal the problem that plays in facilitating the processes of recognizing and comprehending

English idioms effectively. According to Rizq (2015) Idioms are an important part of any language and should be understood by non-native speakers. They are frequently used by native speakers, particularly in oral communication. Communication failure may occur if learners are unfamiliar with them.

The significance of idiomatic expressions depends on the fact that they are part of the everyday language of native English speakers. Non-natives who learn idiomatic expressions improve their English ability and make their second or foreign language appear more native-like and innovative. While vocabulary and culture are intrinsically tied, non-native speakers can gain more vocabulary through idioms and, likewise, can learn more about idioms through exposure to the target culture. The more understandable the input, the better learners' four important (listening, speaking, writing, and reading) skills will be. (Ambrose, 2008)

I. Summary

Learning idioms and expressions in English can present a number of challenges for non-native speakers, including:

The learners should understand the figurative meaning. This is due to idioms and expressions are often used to convey a figurative or metaphorical meaning that may not be immediately clear from the literal definitions of the individual words. This can be confusing for learners who are not familiar with the idiomatic meaning of the expression.

The learners should remember the meanings. This is due to the fact that there are a large number of idioms and expressions in English, and learners may find it difficult to remember their meanings and when to use them in conversation.

The learners should understand variations and nuances. This is due to the fact that idioms and expressions can vary in meaning depending on the region or culture in which they are used. This can lead to confusion for learners who are not familiar with the variations.

The learners should use idioms and expressions appropriately. Idioms and expressions are often used in specific contexts, and using them inappropriately can lead to confusion or misunderstanding. Learners may struggle to identify the appropriate context for using idioms.

The learners should be able to produce the right pronunciation and intonation. Idioms and expressions may require a specific pronunciation or intonation to convey the correct meaning. Learners may find it challenging to master the correct pronunciation and intonation for idioms and expressions.

Overall, mastering idioms and expressions requires a lot of practice and exposure to the English language. Learners can improve their understanding and usage of idioms and expressions by reading and listening to English language materials, practicing with native speakers, and seeking feedback on their language use.

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CHAPTER

8

SPELLING PROBLEMS IN ENGLISH LANGUAGE LEARNING

Arianto Wibowo

A. Introduction

In English, spelling refers to the correct arrangement of letters to form words. Correct spelling is essential for effective communication in both written and spoken English. English spelling can be challenging, as there are many words with irregular spellings and numerous exceptions to spelling rules. English has a complex spelling system that has evolved over time and reflects the language's historical and cultural influences. To improve their spelling in English, learners can study spelling rules and patterns, practice writing and reading in English, and seek feedback from teachers or native speakers. They can also use resources such as dictionaries, spell-checkers, and online tools to check their spelling and improve their accuracy. Correct spelling is important for clear and effective communication in English, and it can also impact how others perceive one's level of proficiency in the language.

Learning to spell English as a second language is a challenging task for the learners. Many studies have been done to find the cause of this problem. One of the reasons why spelling is a challenging task is because second language has different patterns from the learners' native language. Nor and Rashid (2018) stated that "A second language has patterns that are different from their native language, which create problems for learners as the patterns of their mother tongue have become their linguistic instinct and the learners attempted to apply that

native language patterns to the second language.” In order to avoid those kind of problem the learners have to understand the language patterns of the language they try to learn.

Spelling is regarded as being crucial to written language. The potential for spelling errors in writing could alter and complicate the meaning and comprehension of written content. So, it is crucial to spell words correctly in order to express the content’s true meaning. According to Babayiğit and Stainthorp (2010), grammatical and phonological abilities significantly influence spelling performance in this situation.

Consequently, it can be said that spelling is a crucial component of being a fundamental ability needed by students. Correct spelling assist writers to convey their ideas and thoughts within a consistent framework that is simple to be understood by their readers. Spelling must also be accurate in order for writing to be effective.

According to numerous academics (e.g. Hughes & Searle, 2000; Wright, 2000; Ediger, 2001), spelling is essential for the reader to understand the writer’s message in their writing. Additionally, according to Bolton and Snowball (1993) incorrect spelling detracts from the text and renders it incomprehensible to the reader. As a result, it should be taught in a manner similar to how reading, writing, listening and speaking are taught. “Spelling correctly reflects the writer’s education and incorrect spelling reveals laziness of the writer’s. So, spelling plays a key role in how people present themselves.” (Cook, 1997, p. 474).

Students, who, after a lot of learning and still have not learned spelling effectively will continue to make the same spelling mistakes, in which it might impede their growth and development. Hence, spelling mistakes can negatively impact students in a number of ways. According to the current study, having high spelling skills makes it possible for someone to express themselves in their writing. Incorrect spelling not only gives the reader the wrong image, it also makes it difficult for the reader to understand the writer’s point of view.

B. English Spelling Rules

English spelling rules are a set of guidelines that help learners understand how to spell English words correctly. However, it is important to note that there are many exceptions to these rules, and English spelling can often be irregular and difficult to master. English spelling rules are not always straightforward, and there are many exceptions and inconsistencies. English spelling rules can be quite challenging for learners because there are many exceptions and inconsistencies. Here are some common English spelling rules.

No	Spelling rules	Remarks
1	I before E	Generally, "i" comes before "e" in a word, except after "c" or when the sound is "ay" as in "weigh" or "neighbor".
2	Silent E	When a word ends in a silent "e", it usually changes the sound of the preceding vowel. For example, "hat" becomes "hate".
3	Double letters	When a word has a short vowel sound, the final consonant is often doubled before adding a suffix that begins with a vowel. For example, "run" becomes "running".
4	Y as a vowel	When "y" appears at the end of a word, it often functions as a vowel, representing the "i" sound, as in "sky".
5	C and G soft/ hard sounds	"C" and "g" have different sounds depending on the letters that follow them. When followed by "e", "i", or "y", "c" and "g" usually have a soft sound, while when followed by "a", "o", or "u", they usually have a hard

		sound.
6	Silent letters	English has many words that contain silent letters, such as "knight" and "gnat". This can make it difficult for learners to know which letters to pronounce.
7	Homophones	English has many words that sound the same but have different spellings and meanings, such as "their," "there," and "they're." Learners may struggle to know which word to use in a given context.
8	Irregular spellings	English has many words with irregular spellings that don't follow standard spelling rules, such as "receipt" and "colonel." These irregularities can be confusing for learners.
9	Inconsistent pronunciation	English has many words that are spelled similarly but are pronounced differently, such as "tough" and "though." This can make it difficult for learners to know how to pronounce words correctly.
10	Borrowed words	English has borrowed words from many other languages, and these words may not follow English spelling rules. For example, "pizzeria" is spelled the same way in English as it is in Italian.

Overall, learning English spelling requires a lot of memorization and practice, as well as an understanding of the rules and exceptions that apply. It can be helpful for learners to use visual aids, such as flashcards or spelling games, to

reinforce their learning.

C. More About Spelling Rules

Generally, "i" comes before "e" in a word, except after "c" or when the sound is "ay" as in "weigh" or "neighbor". Also, "weird" and "either" have the "i" before "e" even though they don't follow the "c" rule or the "ay" sound. It is important to note that English spelling can be quite irregular, and there are often multiple ways to spell the same sound. It's a good idea to consult a dictionary or spell-checker if you're not sure about a particular word.

When a word ends in a silent "e", it usually changes the sound of the preceding vowel. That is generally true in English spelling. When a word ends in a silent "e", it usually indicates that the vowel before the "e" is a long vowel sound, rather than a short vowel sound. For example, in the word "mate", the "a" has a short vowel sound, but in the word "mate" with an "e" at the end, the "a" has a long vowel sound. However, there are exceptions to this rule as well, and not all words that end in a silent "e" follow this pattern. For instance, "dare" and "are" end in a silent "e", but the preceding vowel retains its original sound.

When a word has a short vowel sound, the final consonant is often doubled before adding a suffix that begins with a vowel. When a word has a short vowel sound and ends with a single consonant, that consonant is usually doubled before adding a suffix that begins with a vowel. For example, the word "hop" has a short vowel sound and ends with a single consonant. When you add the suffix "-ing" to make "hopping", the final "p" is doubled to maintain the short vowel sound. However, there are also exceptions to this rule, and not all words follow it. For example, the word "visit" has a short vowel sound, but when you add the suffix "-or" to make "visitor", the final "t" is not doubled.

It is important to note that English spelling can be quite irregular, and there are often multiple ways to spell the same sound. It's a good idea to consult a dictionary or spell-checker if you're not sure about a particular word.

D. Spelling Problems

1. Good Spelling

The ability to communicate and represent oneself orally or in writing is one of the needs for the learners, particularly at higher levels of academic study. To prevent misunderstandings or miscommunications that may stem from incorrect spelling, learners should have a proficient spelling in their writing.

First, there are factors involving dialogue and consideration for others. Spelling errors can make it difficult to communicate. The reader can frequently be confused by needing to figure out what a word means, or the reader might receive inaccurate information. So, the level of spelling accuracy required has an impact on how simple and seamless communication is. The second is one that has to do with respectfulness. Discourtesy can be seen in the inability to talk correctly or clearly, write legibly, or spell properly.

The issue of habit-formation comes in third. Being accurate or precise while spelling correctly is a skill, and being correct is a habit that educated people must develop. For effective communication, accuracy is crucial, especially for the one on the side of receiving the information, but it's also crucial for the person creating the communication (Banfi et al., 2017).

Fourthly, spelling proficiency has a significant impact on how well the learners' self-concept develops. It enables the learners to write clearly and effectively and gain respect for their spelling. The fact that practically all spelling systems have been standardized over time by linguists is the fifth reason to learn spelling correctly. Since spelling systems

are effectively absorbed by language speakers, changing or reforming them is challenging.

The educational value of spelling, which is linked to the freedom of writing, is the sixth reason to learn how to spell correctly. Although people can come up with new words, they are not free to make up a new spelling, therefore developing good spelling abilities is necessary for learners to write freely and without making any orthographical errors.

2. Poor Spelling

Several studies have noted and looked into various factors that contribute to spelling errors in English. The four most typical types of spelling errors and faults in written English learner work are described in this subsection. In general, spelling mistakes can be caused by missing, adding, replacing, or moving a letter when writing a specific word.

a. Omission Errors

Omission occurs when an English word's inflectional or derivational morpheme is missed or is not even attempted by the speller, as in the cases of *bill* as an incorrect spelling of *billed* or **behin* as an incorrect spelling of *behind*. Omission errors can also occur when one of a word's double letters—such as in the words **hapy* (*happy*) and **spelng* (*spelling*) are omitted. In other words, this type of errors happens when the speller omits one or two letters from the word's typical spelling.

b. Substitution Errors

The second type of errors is a substitution, which happens when the speller chooses to use a different letter from what is typically used to spell a word. Silent letters are the primary reason for substitution and omission errors in English spelling (Sénéchal, Gingras, & L'Heureux, 2016). According to Sénéchal et al. (2016), there is some statistical support for the idea that youngsters utilised their prior knowledge of the orthographic context when they made substitution errors. This might also be the cause due to the context

dependent uneven pronunciation of several English letters. For instance, the letter f, ff, or gh can stand in for the sound /f/ in the word life, different, and laugh. The letter C in words like car and microphone can be pronounced as /k/ and can also be pronounced as /s/ in words like city, nice, and mice. The inconsistent pronunciation in English vowels also leads to another type of substitution errors in English spelling, such as *hangry(hungry), *thes for (this), *fascenating for (fascinating), and so on. Vowels, according to Al-zuoud and Kabilan (2013), constitute a significant additional barrier to English learner in Arab writing a flawless English.

c. Insertion Errors

Insertion errors, in which spellers added another letter when writing a word, are another category of English spelling errors that beginners most frequently make. According to a study conducted by Alhaisoni, Al-Zuoud, and Gaudel (2015) Saudi EFL learners frequently make insertion errors in their spelling, which may be due to the country's different sound systems. Different people may have different examples of insertion errors. For instance, a speller can mistakenly write down a word like, *famouse (for famous), *prouduce (for produce), or by doubling a letter in a word as in: *assisstant (for assistant), and *inclusion (for inclusion) (Gail, Hantler, Laker, Lenchner, & Milch, 2016).

d. Ambiguous Errors

While most of these errors mimic the learner's mother tongue structure and resemble the expressions of very young mother-tongue learners, they can be identified as either inter-lingual or developmental errors (Al-Buainain, 2012). Al-Harrasi (2012) refers to a concern in the matter of categorisation, because these categories do not account for why a student may have more than one kind of spelling mistake in a single word (e.g.,

*discription = depiction) or why two students may make different sorts of blunder spelling the same word, (e.g., *permision, *permision, *permmission = authorization), so the categorisation of errors may be of limited help in the understanding of spelling errors. According to Allaith and Joshi's (2011) analysis of Arabic, the students often incorrectly use phonemes that don't exist in their native tongue; such as, (/p/and/v/) and instead they choose equivalent ones that do exist in Arabic for example, (/b/→/ب/and/f/→/ف/). They also analysed the learners' ability to distinguish between /b/and/p/ and between /f/and/v/. So, a few instances of incorrect spelling happen as a result of phonetic problems.

E. Implication

For learner who native language is not English, trying to learn English might be extremely difficult due to phonetic and orthographic difficulties. According to earlier research, native language inteference in regions where it differs from the second or foreign language is a common cause of a spelling errors (e.g., Ahmed, 2017; Al-Sobhi, Rashid, Abdullah & Darmi, 2017). This study both validates the results of earlier studies and add a new consideration factor in the type of classroom and teacher preparation for the learners' to learn spelling skills effectively. Along with the nature and impact of the learners' native language, additional factors that might be taken into consideration as a reasons of spelling errors include administrative restrictions and learners' lack of awareness of spelling rules and practices.

Learning anything completely new and substantially different from what they currently know is frequently more challenging for someone. This may assist to understand why English spelling is so difficult for someone who native language is not English, for example, English and Indonesian have quite distinct writing systems. According to Dheifallah & Radzuwan (2019), the participants in their research made spelling errors

including prefixes, the use of apostrophes, the repetition of letters, the absence of letters, and addition of letters. The participants believed that the errors were caused by their mother tongue's influence, as well as by anomalies in the English spelling systems.

Learning English speaking skill is not an easy task for the learners who native language is not English. In order to truly mastering English spelling skills, the learners must have to understand first the systems of the language they want to learn. Different people have different understanding, if the learners themselves did not understand the language systems they try to learn, how can other people understand.

According to Cook (1997), spelling correctly reflects the writer's education, and incorrect spelling reveals the writer's laziness. So, spelling plays a key role in how people present themselves. One of the reasons why understanding the language system is a must.

F. Conclusion

In conclusion, there are a few problems that can be found in learners spelling skills when they did not understand first the concept of spelling skills. That problems can be categorized into four type of spelling errors, such as, omission errors, substitution errors, insertion errors and ambiguous errors.

In order to understand the concept of spelling skills, learners must know the case of good spelling first. The first case of good spelling is the accuracy of the spelling, the second one is be mindful of who you talk to, the third one is the correctness of the spelling, the fourth one is the spelling proficiency, next is learner have to understand the systems of spelling and the last is understanding how far you can have freedom of writing down your expression in the form of spelling writing.

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CHAPTER

9

PROBLEMS IN CONSTRUCTING SENTENCES

Andhika Wahyu Bramanta

A. Introduction

Based on National Education Standard Agency (BSNP) for National Examination in Academic Year 2014/2015, The National Competency Standards test the ability of students to comprehend the meaning of short functional texts and simple essays in explanations, procedures, reports and narrations. indicate. and say in everyday life. However, it is clear that some junior high school students still do not understand how to form sentences in English. It is believed that most Indonesian students find it difficult to organize words into correct sentences when learning English as their first foreign language.

There are several reasons why Indonesian students find it hard when they want to construct a sentence. First, their native language interferes with when they want to learn the English language. Second, some students in Indonesia do not have enough vocabularies when they want to construct a sentence. Third, some of the students in Indonesia still do not understand the parts of the sentence. Those are the reasons why Students often made mistakes in constructing simple sentences. They regarded learning English sentences as similar to learning Indonesian sentences, especially in subject and verb agreement. For example "She wear uniform". The verb "wear" in this sentence is not concord with the subject "she". This indicates that students' target language has been interfered by their native language. Therefore, learning subject-verb agreement really helps these students in making grammatically correct

sentences.

According to Ghaith (2002:1), "writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete.". This is one of the priority language skills recommended to improve students' abilities in the learning process besides speaking, listening and reading. At a certain moment, when someone is writing, someone tends to imagine or illustrate something using their own language; therefore, one generates words without considering writing conventions such as grammar, diction, punctuation, spelling and reading. Writing is a complex process, Harsyaf (2009:3) mentions that "writing is transforming thought into a language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g vocabulary)." Consequently we must learn about organizational skills in writing.

B. Vocabulary in Constructing a Sentence

Vocabulary has an important role because it appears in every language skill. vocabulary understanding very important in any language learning. Mastery of language is also needed to communicate with public. Those who have a lot of ideas, or in other words those whose vocabulary is wide communicate easily and smoothly with other people (Keraf: 2004).

Writing skills is an activity of expressing ideas and ideas in written form. Selection of the right language will help the reader understand the meaning of the text. Those with a wide vocabulary will have high ability to select harmonious words. The problem that usually occurs in writing narratives is a lack of vocabulary mastery, in fact Vocabulary determines how skilled a person is in speaking. The quality of one's language skills is clear depending on the quantity and quality of the vocabulary they have (Tarigan, 2008).

The richer the vocabulary we have, the greater the possibility of language skills we have. One way that What can be done to grow and develop writing skills is to increase

mastery vocabulary and grammar. Vocabulary is the main material for realizing ideas and concepts, while grammar is language is a set of linguistic rules that are used to construct words and sentences, so that be a good and correct sentence (Nurhadi, 1995). Vocabulary has an important role because it appears in each skill. Understanding vocabulary is very important in every language learning. Vocabulary mastery also needed to communicate with the public.

C. The Parts of Sentence in Constructing a Sentence

In writing a sentence, it is important for us to understand the part of the sentence. Part of sentence is an arrangement of words with a certain pattern that forms a unity of meaning that can be understood properly. Sentences consist of several parts, namely subject, predicate, object, adverb, and complement. In English, it is said to be a good sentence if it can be interpreted properly even though it only consists of a subject and a predicate. In addition, in a sentence, compatibility between elements must also be considered (if the subject is single, the partner is a single predicate, and so on). Part of sentences or sentence components are the basic material in every English lesson because this material becomes provision and is used as a reference for further learning. In the sentence components will be taught about each part in a sentence starting from the subject, predicate, object, complement, adverb, and others. A good and correct sentence is a sentence that corresponds to its elements. The placement of the word position in a sentence is also a criterion for a good and correct sentence.

There are several types of English sentences such as declarative, imperative, interrogative and exclamatory sentences. Hanafi (2010: 10) defines them as follows:

1. Declarative sentence is a sentence which is in the form of a statement.
2. Imperative sentence is in the form of a command, but it is not always an order.
3. Interrogative sentence is in the form of a question.

4. Exclamative sentence is sentence that begins with a phrase using what or how, but do not reserve the order of subject and auxiliary verb.

Most English study abroad students, especially Indonesian students, have a hard time mastering their new target language. In this case, the language learner's disposition greatly influences acquisition of the target language. When learning for the first time, students tend to make mistakes and mistakes in spoken and written language. There are several sources of mistakes that English learners make, including: B. Interference, Intralingual, and Development Errors.

According to Dictionary of Language Teaching and applied Linguistic (1992) in Erdogan (2005:3) A learner makes mistake when writing or speaking because of lack attention, fatigue, carelessness, or some other aspect of performance. Mistakes can be selfcorrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent native speaker of the language regards it is as showing faulty or incomplete learning.

D. English Sentence Structure

English sentence structure can be quite complex, and learners may have difficulty constructing grammatically correct sentences that convey the intended meaning.

English sentence structure can be difficult for non-native speakers to master. Here are some common difficulties that learners may encounter:

1. Word order:

In English, the typical sentence order is subject-verb-object (SVO). However, there are many exceptions to this rule, and English allows for more flexibility in word order than some other languages.

English word order can be flexible, particularly in situations where emphasis or contrast is desired. For example, in the sentence "I saw the movie last night", the

subject (I) comes before the verb (saw) and the object (the movie), in the typical SVO order.

However, the sentence could be rearranged for emphasis or contrast, as in "Last night, I saw the movie" or "The movie, I saw last night". In addition, English allows for the use of passive voice, where the object of the sentence is placed before the verb, as in "The movie was seen by me". In this case, the subject (me) is placed after the verb, and the object (the movie) is placed before the verb. Overall, while English typically follows an SVO sentence order, there are many exceptions and variations that allow for more flexibility in word order.

2. Verb tense:

English has a complex system of verb tenses, including present, past, and future tenses, as well as perfect and progressive aspects. Learners may struggle to understand when to use each tense and how to form them correctly.

English has a complex system of verb tenses that can be challenging for non-native speakers to learn and use correctly. The basic verb tenses in English include present, past, and future, which are used to indicate the time frame of an action or event. In addition, English has perfect and progressive aspects, which are used to indicate whether an action is ongoing, completed, or has some other relationship to the present. For example, the present tense is used to describe actions that are happening right now, such as "I am eating dinner". The past tense is used to describe actions that have already happened, such as "I ate dinner last night". The future tense is used to describe actions that will happen in the future, such as "I will eat dinner later tonight".

The perfect aspect is used to describe actions that are completed or ongoing, with a connection to the present. For example, "I have eaten dinner" describes an action that is completed and has a connection to the present, while "I have

been eating dinner" describes an ongoing action with a connection to the present.

The progressive aspect is used to describe actions that are ongoing or in progress. For example, "I am eating dinner" describes an action that is currently happening, while "I was eating dinner" describes an action that was ongoing in the past. Overall, understanding when to use each tense and how to form them correctly can be challenging for non-native speakers, but with practice and exposure to the language, learners can improve their mastery of English verb tenses.

3. Modal verbs

Modal verbs, such as can, could, may, might, must, shall, should, will, and would, can be tricky to use correctly. They are used to express different levels of possibility, ability, permission, obligation, and prediction. Modal verbs are a specific type of auxiliary verbs that are used to modify the meaning of the main verb in a sentence. They express a range of different meanings, as you've pointed out, and are often used to indicate things like possibility, ability, permission, obligation, and prediction. Each modal verb has its own unique meaning and usage, so it's important to understand how to use them correctly in order to communicate effectively in English. Here's a brief overview of some of the most common modal verbs and their meanings:

- a. Can: expresses ability or possibility
- b. Could: expresses past ability, possibility, or a polite request
- c. May: expresses permission or possibility
- d. Might: expresses possibility or a tentative suggestion
- e. Must: expresses necessity or obligation
- f. Shall: expresses future obligation or suggestion
- g. Should: expresses advice, recommendation, or obligation

- h. Will: expresses future certainty or willingness
- i. Would: expresses polite requests, hypothetical situations, or past habits.

It is important to note that the usage of modal verbs can vary depending on the context, so it's a good idea to consult a grammar guide or a native speaker if you're unsure of how to use them correctly in a particular situation

4. Prepositions

English has many prepositions, and learners may struggle to use them correctly. Prepositions are used to show the relationship between two words in a sentence, such as location, time, and direction. Prepositions are words that are used to indicate the relationship between nouns, pronouns, or phrases in a sentence. They often express spatial, temporal, or directional relationships, as you've mentioned.

Some common prepositions that are used to express location include "in," "on," "at," "under," "over," and "between." For example, "The book is on the table," or "The cat is under the chair." Other prepositions are used to express time relationships, such as "before," "after," "during," and "while." For example, "I usually eat breakfast before 8am," or "I like to listen to music while I study."

Prepositions can also be used to indicate the direction of movement, such as "to," "from," "toward," and "away from." For example, "I'm going to the store," or "He walked away from the park."

It is important to note that the use of prepositions can vary depending on the context, and there are many idiomatic expressions and phrasal verbs that use prepositions as well. Therefore, it's a good idea to study prepositions in context and to practice using them in sentences in order to improve your understanding and usage of them.

5. Articles

English has two types of articles, "a/an" and "the," which are used to indicate whether a noun is specific or

general. Learners may find it difficult to understand when to use each article and how to pronounce them correctly. Articles are a type of determiner that are used to indicate the specificity of a noun in a sentence. "A" and "an" are indefinite articles that are used to refer to non-specific or general nouns. "A" is used before words that start with a consonant sound, while "an" is used before words that start with a vowel sound. For example, "a book" or "an apple."

"The" is a definite article that is used to refer to a specific or particular noun. It can be used before both singular and plural nouns. For example, "the book on the table" or "the apples in the basket." The pronunciation of "a" and "an" is identical, and they are both pronounced with a short "uh" sound. "The" is pronounced with a long "ee" sound, as in "thee." It's important to note that the use of articles can be tricky, as there are many exceptions and rules that govern their usage. For example, "a" or "an" can also be used to indicate one of something, as in "a thousand dollars," or to refer to a specific type of noun, as in "a dog is a loyal animal." Therefore, it's a good idea to study articles in context and to practice using them in sentences in order to improve your understanding and usage of them.

6. Phrasal verbs

Phrasal verbs are combinations of a verb and one or more particles, such as "get up," "give in," or "take off." They can be difficult to learn because the meaning of the phrasal verb is often different from the individual words. Phrasal verbs are a unique feature of English, and they can be challenging to learn because their meaning is often not related to the meanings of the individual words that make them up. A phrasal verb consists of a verb and one or more particles, such as adverbs or prepositions, that together create a new meaning. The particles can change the verb's original meaning, add emphasis, or provide additional information about the action of the verb.

For example, the verb "take" has a different meaning when combined with the particle "off" in the phrasal verb "take off," which means "to leave or depart quickly." Similarly, the verb "give" has a different meaning when combined with the particle "in" in the phrasal verb "give in," which means "to surrender or concede."

Phrasal verbs are commonly used in spoken and informal English, and they can be difficult to learn because they often have multiple meanings and can be used in different contexts. Therefore, it's important to study them in context and to practice using them in sentences in order to improve your understanding and usage of them.

E. Problems in Word Order

English is a subject-verb-object (SVO) language, which means that the typical sentence structure involves placing the subject first, followed by the verb, and then the object. For example, "She ate the pizza" is a typical English sentence that follows this structure. While this word order is relatively rigid, there are some variations that can be used for emphasis or to convey a different meaning. For example, in the sentence "The pizza she ate," the object (pizza) comes before the subject (she), which can be used to emphasize the pizza rather than the person who ate it. Learners of English may struggle with word order, especially if they come from languages with different sentence structures, such as subject-object-verb (SOV) or verb-subject-object (VSO) languages.

English words must be arranged in a certain word order to form grammatical and acceptable sentences. These words are arranged according to the rules of the English language resulting from social agreements. Native English speakers do not construct sentences using *"Went Ali to campus" because they are not constructed based on social conventions in their grammatical system. The construction in English should be "Ali went to campus." In Indonesian, the sentence "Go Ali, to campus" is still acceptable even though it is not structured

according to standard grammar (S + P + K), "Ali went to campus."

In most simple declarative sentences in English, the subject comes first, followed by the verb, and then the object. For example:

"I (subject) ate (verb) an apple (object)."

"She (subject) is reading (verb) a book (object)."

"They (subject) will watch (verb) a movie (object)."

However, there are many exceptions to this rule, and English allows for more flexibility in word order than some other languages. For example, questions in English typically use an inverted word order, with the verb coming before the subject:

"Did (verb) you (subject) eat (verb) an apple (object)?"

"Is (verb) she (subject) reading (verb) a book (object)?"

"Will (verb) they (subject) watch (verb) a movie (object)?"

The difficulties can occur in constructing active-passive sentences. The English language learners should understand : (a) subjective-objective pronouns, (b) to be in all tenses, (c) transitive-intransitive verbs, (d) past participle verbs, and (e) the pattern of active-passive sentences. The same case will occur in the types of sentences, such as direct-indirect sentences,

Constructing active-passive sentences in English can be difficult for learners for several reasons. Here are some of the difficulties learners may face:

1. Understanding the difference between active and passive voice: Many learners may not understand the difference between active and passive voice, which can make it difficult for them to choose the correct voice when constructing sentences.
2. Choosing the correct auxiliary verb: To form a passive sentence, you need to use a form of the verb "to be" plus the past participle of the main verb. Choosing the correct auxiliary verb (e.g., is, am, are, was, were, has been, have been, etc.) can be challenging for learners.

3. Identifying the subject and object: In active sentences, the subject performs the action, while in passive sentences, the subject receives the action. Learners may struggle to identify the subject and object of the sentence when constructing passive sentences.
4. Understanding the word order: The word order in passive sentences is different from that in active sentences. Learners may find it difficult to rearrange the sentence to form a passive structure.
5. Choosing the correct preposition: In passive sentences, the subject of the active sentence becomes the object of the preposition "by." Choosing the correct preposition can be difficult for learners.

To overcome these difficulties, learners can practice constructing both active and passive sentences and pay attention to the differences between them. It is also helpful to understand the rules for forming passive sentences and to practice identifying the subject and object of a sentence. However, with practice and exposure to the language, they can gradually become more comfortable with the SVO structure and the other types of English sentences.

F. Problems in Phrasal Verbs

English has many phrasal verbs, which are verbs that consist of a main verb and one or more particles (such as "put up with" or "look forward to"). These can be challenging for learners to understand and use correctly in sentences. Phrasal verbs are a common feature of English and can be challenging for learners to master. Phrasal verbs consist of a verb and one or more particles (adverbs or prepositions) that together create a new meaning. For example, "put up with" means to tolerate or endure something or someone, while "look forward to" means to anticipate or be excited about something in the future.

The challenge for learners is that the meaning of phrasal verbs is often idiomatic or figurative and cannot be predicted from the meanings of the individual words. Additionally,

phrasal verbs often have multiple meanings depending on the context in which they are used. For example, "take off" can mean to remove clothing or to leave quickly. To learn and use phrasal verbs correctly, learners should focus on understanding their meanings in context and practicing their use through reading, listening, and speaking. It can also be helpful to study common phrasal verbs and their meanings, as well as to practice using them in context through exercises and conversations.

G. Problems in Relative Clauses

English has relative clauses, which are clauses that modify a noun and provide additional information about it. These can be complex and confusing for learners to use correctly.

Relative clauses are a type of subordinate clause that modify a noun or noun phrase and provide additional information about it. They are introduced by relative pronouns such as "who," "whom," "whose," "which," and "that.". Relative clauses can be challenging for learners to use correctly because they require an understanding of both the grammar rules and the meaning of the sentence. Additionally, there are different types of relative clauses, such as defining (essential) relative clauses and non-defining (non-essential) relative clauses, which have different rules and functions.

The relative clauses provide essential information about the noun or noun phrase and cannot be omitted without changing the meaning of the sentence. For example, in the sentence "The book that I read was interesting," the defining relative clause "that I read" is essential to identify which book is being referred to. Non-defining relative clauses provide additional information about the noun or noun phrase, but can be omitted without changing the meaning of the sentence. For example, in the sentence "My brother, who lives in New York, is coming to visit," the non-defining relative clause "who lives in New York" provides additional information about the brother,

but could be omitted without changing the meaning of the sentence.

To use relative clauses correctly, learners should focus on understanding the grammar rules and the meaning of the sentence. They can also practice using relative clauses in context through exercises and conversations.

H. Problems in Modal Verbs

English has many modal verbs, such as "can," "may," and "should," which can be used to express different levels of certainty, possibility, or obligation. Learners may struggle to use these correctly in sentences. Modal verbs are an important feature of English and can be challenging for learners to master. Modal verbs are auxiliary (helping) verbs that are used to express different levels of certainty, possibility, or obligation in a sentence. For example, "can" is used to express ability or possibility, "may" is used to express permission or possibility, and "should" is used to express advice, recommendation, or obligation. The challenge for learners is that modal verbs have different meanings and uses depending on the context in which they are used. Additionally, modal verbs do not have a separate form for different persons or tenses, which can be confusing for learners who are used to conjugating verbs.

To learn and use modal verbs correctly, learners should focus on understanding the meanings and uses of each modal verb in context. They can also practice using modal verbs in context through exercises and conversations. It can be helpful to study common collocations and patterns with modal verbs, such as "have to" or "ought to," and to pay attention to the different shades of meaning that can be expressed with different modal verbs.

Modal verbs are a type of auxiliary verb that express a range of meanings related to ability, permission, possibility, certainty, and obligation. Here are some examples of modal verbs in English and their meanings:

1. Can - expresses ability or possibility:
 "I can swim" (ability)
 "I can meet you later" (possibility)
2. May - expresses permission or possibility:
 "You may leave early" (permission)
 "It may rain today" (possibility)
3. Should - expresses obligation or recommendation:
 "You should study for the test" (obligation)
 "You should see a doctor" (recommendation)
4. Must - expresses strong obligation or necessity:
 "I must finish this project by Friday" (strong obligation)
 "You must wear a seatbelt in the car" (necessity)
5. Might - expresses possibility or uncertainty:
 "I might go to the party tonight" (possibility)
 "It might be too late to call her" (uncertainty)
6. Would - expresses willingness, preference, or conditional:
 "I would like some water, please" (willingness)
 "I would rather stay home tonight" (preference)
 "If I had more time, I would travel more" (conditional)

Modal verbs can be used to convey different shades of meaning and to express different levels of certainty, possibility, or obligation. It is important to understand the meanings of these modal verbs and how they can be used in different contexts. It is important to note that modal verbs are often followed by the base form of the main verb (e.g. "I can swim"), and that the meaning of the sentence can change depending on the modal verb used.

I. English Language Sentences

1. Classification of Sentences

Principally, the English language sentences are constructed based on (a) purposes, (b) tenses, and (c) complexities of their structures.

Firstly, English sentences can be constructed based on various purposes, and the way they are constructed will vary depending on the intended purpose. Here are some

common purposes and examples of sentence structures used to achieve them:

- a. Declarative sentences: These sentences make a statement or provide information. They end with a period. Example: "The cat is sleeping on the mat."
- b. Interrogative sentences: These sentences ask a question. They usually begin with a question word (who, what, when, where, why, how) or with an auxiliary verb. Example: "Where did you go last night?"
- c. Imperative sentences: These sentences give a command or instruction. They often begin with a verb in the base form (without "to") and end with a period or an exclamation mark. Example: "Clean your room."
- d. Exclamatory sentences: These sentences express strong emotion or surprise. They usually end with an exclamation mark. Example: "Wow, that's amazing!"
- e. Conditional sentences: These sentences express a hypothetical situation or a condition that must be met in order for something else to happen. They often include an "if" clause and a main clause. Example: "If it rains tomorrow, we'll stay inside."
- f. Relative clauses: These clauses modify a noun or pronoun in the sentence and provide additional information about it. They often begin with a relative pronoun (who, whom, whose, which, that). Example: "The woman, who was wearing a red dress, entered the room."

Secondly, English sentences can also be constructed based on the different tenses that exist in the language. Here are some examples of English sentences constructed based on tenses:

- a. Present simple: This tense is used to describe actions that happen regularly or habits. Example: "I drink coffee every morning."

- b. Present continuous: This tense is used to describe actions that are happening now or ongoing actions. Example: "She is studying for her exam."
- c. Present perfect: This tense is used to describe actions that happened in the past and continue to have relevance to the present. Example: "I have lived in New York for five years."
- d. Present perfect continuous: This tense is used to describe ongoing actions that started in the past and continue to the present. Example: "I have been working on this project for two weeks."
- e. Past simple: This tense is used to describe actions that happened in the past and are now completed. Example: "He went to the store yesterday."
- f. Past continuous: This tense is used to describe ongoing actions in the past. Example: "I was reading a book when she called me."
- g. Past perfect: This tense is used to describe actions that were completed before another past action. Example: "I had finished my homework before I went to bed."
- h. Past perfect continuous: This tense is used to describe ongoing actions that were completed before another past action. Example: "I had been studying for two hours before I took a break."
- i. Future simple: This tense is used to describe actions that will happen in the future. Example: "I will meet you at the park tomorrow."
- j. Future continuous: This tense is used to describe actions that will be ongoing at a specific time in the future. Example: "I will be working when you arrive."
- k. Future perfect: This tense is used to describe actions that will be completed at a specific time in the future. Example: "I will have finished my project by the end of the week."
- l. Future perfect continuous: This tense is used to describe ongoing actions that will be completed at a specific time

in the future. Example: "I will have been waiting for two hours when the train arrives."

Lastly, some of the most common sentence structures in English include:

- a. Simple sentences: These sentences have a subject and a predicate and express a single complete thought. Example: "She sang beautifully."
 - b. Compound sentences: These sentences are made up of two or more independent clauses joined together by a coordinating conjunction. Example: "She sang beautifully, and the audience applauded."
 - c. Complex sentences: These sentences have one independent clause and at least one dependent clause, which functions as an adjective, adverb, or noun. Example: "Although she was nervous, she sang beautifully."
 - d. Compound-complex sentences: These sentences have two or more independent clauses and at least one dependent clause. Example: "Although she was nervous, she sang beautifully, and the audience applauded."
2. Sentence-Based Purposes

The English sentences based on their purposes can be elaborated more as follows.

Firstly, declarative sentences are one of the four main types of sentences in the English language, and they are used to make a statement or provide information. They are often structured in the subject-verb-object format, but can also be structured in other ways depending on the intended meaning and emphasis. Examples of declarative sentences include:

The sky is blue.

She is a doctor.

He ate breakfast this morning.

Dogs are loyal animals.

Secondly, an interrogative sentence is a type of sentence that asks a question. In English, interrogative sentences typically begin with an auxiliary verb (such as "do," "is," "can," etc.) or a question word (such as "what," "who," "when," etc.).

There are several types of interrogative sentences, including:

- a. Yes/no questions: These questions are designed to elicit a "yes" or "no" answer. They typically begin with an auxiliary verb, followed by the subject and main verb. For example: "Do you like pizza?" "Is she coming to the party?" "Can I borrow your pen?"
- b. Wh- questions: These questions begin with a question word (such as "what," "who," "when," etc.) and are used to ask for specific information. They often begin with the question word, followed by an auxiliary verb and the subject. For example: "What time is the meeting?" "Who is your favorite musician?" "When did you get here?"
- c. Tag questions: These questions are added to the end of a declarative sentence to turn it into a question. They typically involve a pronoun and an auxiliary verb, and are used to seek confirmation or agreement. For example: "You're coming to the party, aren't you?" "He didn't call you back, did he?" "It's a beautiful day, isn't it?"

Thirdly, imperative sentences are used to give commands or directions, make requests, offer suggestions, or give advice. Here are some steps to construct imperative sentences in English:

Imperative sentences are used to give commands or directions, make requests, offer suggestions, or give advice. Here are some steps to construct imperative sentences in English:

- a. Start with a verb: Imperative sentences usually begin with a verb in its base form (also known as the infinitive without "to"). Example: Open the window.

- b. Use the subject "you" or leave it implied: Imperative sentences typically do not include a subject because they are directed at the listener. However, you can use the subject "you" for emphasis. Example: You open the window.
- c. Add a negative word if necessary: To form a negative imperative sentence, add the word "don't" before the verb. Example: Don't open the window.
- b. Use adverbs for emphasis: You can add adverbs to modify the verb and add emphasis to the imperative sentence. Example: Quickly open the window.
- c. Use modal verbs to make polite requests: To make a polite request, use a modal verb such as "please" or "could you". Example: Could you please open the window?

Fourthly, exclamatory sentences are sentences used to express strong emotion or surprise. They usually end with an exclamation mark. Exclamatory sentences are used to express strong emotion, such as surprise, excitement, anger, or joy. They are constructed differently from other types of sentences in English and usually end with an exclamation mark (!) to indicate the strong emotion.

Here are some examples of exclamatory sentences:

Example 1: What a beautiful day it is!

"What a beautiful day it is!" is an example of an exclamatory sentence that expresses strong emotion, in this case, appreciation or admiration for the current weather. The sentence means that the speaker finds the day to be very beautiful and is expressing their positive emotions about it. The exclamation mark at the end of the sentence indicates that the speaker is feeling a strong sense of excitement, joy, or amazement. Exclamatory sentences like this are often used to convey intense feelings, such as surprise, joy, excitement, or even frustration. They are a powerful way of adding emotion and emphasis to your speech or writing.

Example 2: I can't believe you did that!

"I can't believe you did that!" is an example of an exclamatory sentence that expresses strong emotion, in this case, surprise and possibly disappointment or disapproval. The sentence means that the speaker is expressing disbelief or shock that the person they are talking to did something unexpected, possibly something wrong or inappropriate. The exclamation mark at the end of the sentence indicates that the speaker is feeling a strong sense of surprise, shock, or even frustration or anger. Exclamatory sentences like this are often used to express strong emotions, such as disbelief, surprise, shock, anger, or frustration. They are a powerful way of adding emphasis and emotion to your speech or writing, and can be used to convey a range of feelings and attitudes towards the situation or person being discussed.

Example 3: That was an amazing performance!

"That was an amazing performance!" is an example of an exclamatory sentence that expresses strong emotion, in this case, admiration and appreciation. The sentence means that the speaker thought the performance was exceptional and is expressing their positive emotions about it. The exclamation mark at the end of the sentence indicates that the speaker is feeling a strong sense of excitement, joy, or amazement. Exclamatory sentences like this are often used to express positive emotions, such as excitement, happiness, admiration, or appreciation. They are a powerful way of adding emphasis and emotion to your speech or writing, and can be used to convey a range of feelings and attitudes towards the situation or person being discussed.

Lastly, conditional sentences are sentences for expressing a hypothetical situation or a condition that must be met in order for something else to happen. These sentences typically have two clauses: the "if" clause (also called the conditional clause), which expresses the hypothetical situation or condition, and the main clause,

which expresses the result or consequence of that condition being met.

There are different types of conditional sentences in English, including:

- a. Zero Conditional: Used to express general truths or facts, with the condition in the present simple and the result in the present simple. Example: If you heat ice, it melts.
- b. First Conditional: Used to express a possible future condition and its likely result, with the condition in the present simple and the result in the future simple. Example: If it rains tomorrow, I will stay at home.
- c. Second Conditional: Used to express an unlikely or hypothetical condition and its unlikely result, with the condition in the past simple and the result in the conditional (would + verb). Example: If I had a million dollars, I would buy a yacht.
- d. Third Conditional: Used to express a past condition that did not happen and its imaginary result, with the condition in the past perfect and the result in the past conditional perfect (would have + past participle). Example: If I had studied harder, I would have passed the exam.

Conditional sentences are commonly used in both spoken and written English, and are an important part of expressing hypothetical situations, making predictions, and discussing possibilities.

J. Problems in Constructing The English Language Sentences

1. Interference errors

According to Richard (1971b) in Ellis (1974) says that "Interference errors occur as a result of 'the use of elements from one language while speaking another.' An example might be when a German learn-er of L2 English says *' I go not' because the equivalent sentence in German is 'Ich gehe nicht'.

2. Intralingual Errors

Richard (1971b) in Ellis (1974) states that Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules applied. It means that less knowledge about target language can contribute several errors whether in spoken or written. This can be hinder factor for students in learning English sentences.

3. Developmental Errors

Richard (1971b) in Ellis (1974) states that developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Richards (1971b) also classifies intralingual errors into four categories:

a. Overgeneralization

Occurs when learners create divergent structures based on other structures in the target language. Usually, you want to create different constructs instead of two target language constructs. (For example, 'He can sings' where English allows 'He can sing' and 'He sings').

b. Ignorance of the rule restrictions

That includes applying rules to contexts where rules don't apply. An example is "He put me to rest" by extending the pattern found in most verbs that take infinitive complements (for example, 'He asked /wanted/invited me to go').

c. Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus, learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word order (for example, 'Do you like to sing?'). This type of intralingual error corresponds

to what is often referred to as an error of transitional competence.

d. False concepts hypothesized

It occurs when the learner does not fully comprehend a distinction in target language. For example, the use 'was' as a marker of past tense in *'One day it was happened'

1. Constructing Simple Sentences

A simple sentence consists of a single independent clause, which contains a subject and a predicate. A simple sentence is a sentence that contains only one independent clause. An independent clause consists of a subject and a predicate, and it can stand alone as a complete sentence. The subject is the person, thing, or idea that the sentence is about, and the predicate is what the subject is doing or what is being said about the subject. For example, "She sang a song" is a simple sentence that contains one independent clause, with "she" as the subject and "sang a song" as the predicate.

While constructing a simple sentence in English, some of the common problems that learners face with regards to ordering are:

- a. Subject-Verb Agreement: In English, the subject and verb must agree in number, meaning that a singular subject requires a singular verb and a plural subject requires a plural verb. For example, "The cat sits on the mat" is correct, while "The cat sit on the mat" is incorrect.
- b. Inversion: In certain situations, such as in questions or after certain adverbs, the subject and verb may need to be inverted. For example, "Is the cat on the mat?" or "Never have I seen such a beautiful sunset."
- c. Placement of Adverbs: Adverbs are words that modify verbs, adjectives, or other adverbs. They should be placed as close as possible to the word they modify, but not between a verb and its object. For example, "She quickly ran to the store" is correct, while "She ran quickly

to the store" is also correct, but "She quickly to the store ran" is incorrect.

- d. Negation: Negation is the use of negative words such as "not," "no," and "never" to express the opposite of a positive statement. Negatives should be placed before the main verb in a sentence. For example, "I do not like coffee" is correct, while "I like not coffee" is incorrect.
- e. Placement of Direct and Indirect Objects: Direct objects are the nouns or pronouns that receive the action of the verb, while indirect objects receive the action indirectly. In English, the direct object typically comes before the indirect object. For example, "She gave him a book" is correct, while "She gave a book him" is incorrect.

2. Compound Sentence and its problems

A compound sentence consists of two or more independent clauses joined together with a coordinating conjunction or a semicolon. A compound sentence is a sentence that contains two or more independent clauses, each of which can stand alone as a complete sentence. These independent clauses are usually joined together using a coordinating conjunction (such as "and," "but," or "or") or a semicolon (;). For example: "I like to read books, and my brother prefers to watch movies." This is a compound sentence because it contains two independent clauses ("I like to read books" and "my brother prefers to watch movies") that are joined by the coordinating conjunction "and." Another example: "She went to the store; he stayed home to study." This is a compound sentence because it contains two independent clauses ("She went to the store" and "he stayed home to study") that are joined by a semicolon.

When constructing compound sentences in English, some common problems with regards to ordering are:

a. Problem in placing Comma Splices

A comma splice occurs when two independent clauses are joined by a comma without a coordinating conjunction. This creates a run-on sentence that can be

difficult to understand. For example: "I like to read books, my brother prefers to watch movies." This should be corrected by adding a coordinating conjunction or using a semicolon: "I like to read books, but my brother prefers to watch movies" or "I like to read books; my brother prefers to watch movies."

b. Problem in using Coordinating Conjunction

If a coordinating conjunction is not used to join two independent clauses, the sentence becomes a run-on sentence. For example: "She went to the store he stayed home to study." This should be corrected by adding a coordinating conjunction: "She went to the store, and he stayed home to study."

c. Problem of incomplete Independent Clauses

In order for a compound sentence to be correct, each independent clause must be complete on its own. This means that each clause should have a subject and a predicate. For example: "I like to read books and watch movies." This should be corrected by adding a subject to the second clause: "I like to read books, and I like to watch movies."

d. Problem of Unequal Emphasis

When two independent clauses are joined together to create a compound sentence, they should have equal emphasis. If one clause is much longer or more complex than the other, it can create confusion for the reader. For example: "She went to the store to buy some milk, and he stayed home to study for his exam that was coming up." This should be corrected by breaking the sentence into two separate sentences or by rephrasing the clauses to make them more equal in length and complexity.

e. Problem due to Confusing Coordinating Conjunctions

The coordinating conjunctions "and," "but," and "or" are the most commonly used to join independent clauses. However, sometimes other conjunctions (such as "yet" or "so") can be used, and they can create confusion if

not used correctly. For example: "She went to the store yet he stayed home to study." This should be corrected by using a more appropriate coordinating conjunction: "She went to the store, but he stayed home to study."

3. Complex Sentence and its Problems

A complex sentence consists of an independent clause and one or more dependent clauses. The dependent clause usually begins with a subordinating conjunction. Example: "Although she forgot her money, she still bought what she needed."

A complex sentence is a sentence that contains one independent clause and one or more dependent clauses. The independent clause can stand alone as a complete sentence, but the dependent clause cannot. The dependent clause usually begins with a subordinating conjunction (such as "because," "although," "when," "if," or "since"), which makes it subordinate to the independent clause.

For example: "Although it was raining, we decided to go for a walk." This is a complex sentence because it contains one independent clause ("we decided to go for a walk") and one dependent clause ("although it was raining") that begins with a subordinating conjunction.

Another example: "After I finish my homework, I will watch TV." This is a complex sentence because it contains one independent clause ("I will watch TV") and one dependent clause ("after I finish my homework") that begins with a subordinating conjunction.

When constructing complex sentences in English, some common problems that can arise include:

a. Misuse of Subordinating Conjunctions

Subordinating conjunctions are essential for creating complex sentences, but they can be tricky to use correctly. Some common subordinating conjunctions include "although," "because," "if," "since," and "when." Using the wrong subordinating conjunction, or using it in

the wrong way, can lead to confusion or an incorrect sentence structure.

b. Run-on Sentences

A run-on sentence can occur when a dependent clause is not properly connected to an independent clause. For example: "Because it was raining, we decided to stay inside." This should be corrected by using a comma after the dependent clause: "Because it was raining, we decided to stay inside."

c. Fragmented Sentences

Fragments occur when a sentence is missing a subject, predicate, or both. Dependent clauses can easily become fragments if they are not properly connected to an independent clause. For example: "Because it was raining." This should be corrected by adding an independent clause: "Because it was raining, we decided to stay inside."

d. Overuse of Complex Sentences

While complex sentences can be useful for adding variety and depth to writing, overuse of complex sentences can lead to awkward or confusing writing. It is important to balance the use of complex sentences with simple and compound sentences.

e. Incorrect Punctuation

Punctuation is important in complex sentences to help clarify the relationship between the dependent and independent clauses. Common punctuation errors include missing commas after dependent clauses, incorrect use of semicolons, and misplaced commas in sentences with multiple dependent clauses.

4. Solving Problems of Complex Sentences

Here are some ways to solve common problems when constructing complex sentences in English:

a) Correct use of Subordinating Conjunctions

It is important to use subordinating conjunctions correctly when constructing complex sentences. Always

use the appropriate subordinating conjunction to introduce the dependent clause, and make sure the clause is correctly attached to the independent clause.

b) Avoid Run-on Sentences

To avoid run-on sentences, make sure to use proper punctuation to separate the dependent and independent clauses. Use a comma to separate the dependent clause when it comes before the independent clause, and use a semicolon or period to separate the independent clauses.

c) Avoid Fragmented Sentences

To avoid fragmented sentences, make sure that every sentence has both a subject and a predicate, and that each dependent clause is attached to an independent clause.

d) Balance the Use of Complex Sentences

To avoid overusing complex sentences, use a variety of sentence structures, including simple and compound sentences. Mix up the lengths of your sentences to create a more interesting and engaging piece of writing.

e) Proper Punctuation

Proper punctuation is essential in complex sentences to clarify the relationship between the dependent and independent clauses. Review punctuation rules for complex sentences and practice using them correctly to avoid common mistakes

5. A Compound-Complex Sentence and its problems

A compound-complex sentence consists of two or more independent clauses and at least one dependent clause. A compound-complex sentence is a sentence that contains at least two independent clauses and at least one dependent clause. It combines the features of both compound and complex sentences, as it contains two or more independent clauses and at least one dependent clause.

For example: "Although I like to go camping, I haven't had the time to go this year, and my friends have been too busy to join me." This is a compound-complex sentence because it contains one dependent clause ("although I like to go camping"), and two independent clauses ("I haven't had the time to go this year" and "my friends have been too busy to join me").

Another example: "I will go to the gym, but only if I have enough time, and after I finish my work."; "She ran to the store, but she forgot her money, so she had to borrow some from her friend." These are the compound-complex sentences because they contain two independent clauses ("I will go to the gym" and "only if I have enough time"), and one dependent clause ("after I finish my work"); and the second sentence contain two independent clauses ("She ran to the store", and "but she forgot her money"), and one dependent clause ("so she had to borrow some from her friend.")

Constructing compound-complex sentences in English can present some challenges. Here are some problems that can arise and ways to address them:

- a. Clarity: Compound-complex sentences can become confusing if the clauses are not connected clearly. To avoid confusion, make sure that each clause is connected to the appropriate coordinating or subordinating conjunction.
- b. Run-on Sentences: A compound-complex sentence can become a run-on sentence if the independent clauses are not properly connected. To prevent this, make sure to use the correct punctuation to separate the independent clauses, such as a semicolon or comma followed by a coordinating conjunction.
- c. Fragmented Sentences: Fragmented sentences can also occur in compound-complex sentences if a dependent clause is not properly attached to an independent clause.

To avoid fragments, ensure that every dependent clause is properly connected to an independent clause.

- d. **Balance:** In compound-complex sentences, it is important to balance the clauses to avoid creating overly complicated sentences. One strategy to ensure balance is to read the sentence out loud and make sure it flows smoothly.
- e. **Variety:** To keep the reader engaged, it is important to vary the sentence structure in your writing. While compound-complex sentences can be effective in conveying complex ideas, they should not be used exclusively. Mix up your sentence structures by including simple and complex sentences as well.

Overall, constructing compound-complex sentences requires careful attention to detail and an understanding of how clauses work together. With practice and attention to clarity and balance, you can effectively use compound-complex sentences in your writing.

a. Inverted Sentences

An inverted sentence is a sentence in which the subject comes after the verb. To construct an inverted sentence, you need to reverse the typical word order of a sentence. In a typical sentence, the subject comes before the verb, and the object comes after the verb. In an inverted sentence, the verb comes before the subject, which creates a more dramatic or emphatic effect. Here's an example:

Typical sentence: John ate pizza for dinner.

Inverted sentence: For dinner, pizza was eaten by John.

As you can see, in the inverted sentence, the verb "was eaten" comes before the subject "John," which creates a different emphasis and tone than the typical sentence.

Here are a few more examples of inverted sentences:

Typical sentence: She sings beautifully.

Inverted sentence: Beautifully, she sings.

Typical sentence: They will arrive soon.

Inverted sentence: Soon, they will arrive.

Typical sentence: He always reads before bed.

Inverted sentence: Before bed, he always reads.

As you can see, inverted sentences can be constructed by placing a prepositional phrase or adverb at the beginning of the sentence, followed by the verb and then the subject.

b. Passive Sentences

A passive sentence is a sentence in which the subject is acted upon by the verb. Example: "The ball was thrown by the boy."

c. Interrogative Sentences

An interrogative sentence is a sentence that asks a question.

There are four main types of interrogative sentences in English:

- 1) Yes/No Questions: These are questions that require a simple "yes" or "no" answer. They typically begin with an auxiliary verb (e.g., "do," "did," "is," "are," "can," "will," etc.) and invert the subject and auxiliary verb. For example: "Did you finish your homework?"
- 2) Wh- Questions: These are questions that begin with a question word (e.g., "what," "where," "when," "who," "why," "how," etc.) and require a more detailed answer. They also typically invert the subject and auxiliary verb. For example: "Where did you go on vacation?"
- 3) Tag Questions: These are questions that are added to the end of a statement in order to confirm or clarify something. They typically use a negative or positive tag depending on the statement, and the tag is usually a shortened form of the auxiliary verb used in the statement. For example: "You're coming to the party, aren't you?"

- 4) Choice Questions: These are questions that present a choice between two or more options. They typically use the structure "Would you prefer X or Y?" or "Do you want X or Y?" For example: "Would you prefer coffee or tea?"

As with any language, learners of English may face difficulties when it comes to making interrogative sentences. Some of these difficulties include:

- 1) Word Order: In English, word order is very important when making interrogative sentences. For example, the subject and auxiliary verb need to be inverted when making yes/no questions or wh-questions. This can be confusing for learners who are used to a different word order in their native language.
- 2) Intonation: In addition to word order, intonation plays an important role in English interrogative sentences. Depending on the type of question being asked, the speaker may need to raise their voice at the end of the sentence to indicate that it is a question. This can be difficult for learners who are not used to using intonation in this way.
- 3) Question Words: English has a wide range of question words that can be used to ask different types of questions. Learning when and how to use these question words can be challenging for learners, especially when they have similar meanings but are used in different contexts (e.g., "when" vs. "while").
- 4) Verb Forms: Depending on the type of question being asked, different verb forms may be required. For example, yes/no questions typically use the auxiliary verb, while wh-questions may require a different verb form. This can be confusing for learners who are not used to this level of grammatical detail in their native language.
- 5) Colloquialisms: English is full of colloquialisms and idiomatic expressions that can be difficult for learners

to understand, especially when they are used in interrogative sentences. This can make it difficult for learners to understand the meaning of a question, or to know how to respond appropriately.

d. Conditional sentences

English has several different types of conditional sentences, which express hypothetical situations and their potential outcomes. These can be challenging for learners to use correctly. Conditional sentences are a type of sentence in English that express hypothetical situations and their potential outcomes. They are made up of two clauses, an "if" clause (condition) and a main clause (result), and are often used to talk about situations that may or may not happen in the future.

There are several types of conditional sentences in English, including the zero conditional, the first conditional, the second conditional, the third conditional, and the mixed conditional. Each type of conditional sentence has different rules and uses, which can be challenging for learners to understand and use correctly. For example, the zero conditional is used to talk about general truths or facts that are always true, while the first conditional is used to talk about future possibilities that are likely to happen. The second conditional is used to talk about hypothetical or unreal situations in the present or future, while the third conditional is used to talk about hypothetical or unreal situations in the past. The mixed conditional combines elements of the second and third conditionals.

To use conditional sentences correctly, learners should focus on understanding the rules and uses of each type of conditional sentence, as well as the verb forms and structures used in each type. They can also practice using conditional sentences in context through exercises and conversations. It can be helpful to study common patterns and structures used in conditional sentences,

such as "if + present simple, will + infinitive," and to pay attention to the different meanings that can be expressed with different types of conditional sentences.

To overcome these challenges, learners can benefit from studying English grammar rules, practicing writing and speaking in English, and seeking feedback from teachers or native speakers. It can also be helpful to read and listen to authentic English language materials, such as books, articles, and podcasts, to become more familiar with the language's sentence structure and usage.

K. Summary

Based on the analyses, students still find it difficult to construct sentences. Starting from their native language interferes with when they want to learn the English language. Then, some students in Indonesia do not have enough vocabularies when they want to construct a sentence. some students still don't understand the parts of sentence properly. Richard (1971b) in Ellis (1974) said there are several sources of errors such as interference errors, Intralingual errors and Developmental errors. It is these three sources of error that cause some students to experience difficulties in constructing a sentence. This was proved by the research that has been done by Ariani (2015) on an analysis of students' difficulties in constructing English sentences and Rahayu (2011) about "Error analysis on English Sentences".

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CHAPTER 10 | CULTURAL CONTEXT IN ENGLISH LANGUAGE LEARNING (ELL)

Rima Cahaya Febrina

A. Introduction

In language use analysis, it is important to consider the context in which language is used, including who is speaking what language to whom and when. Here are some factors that can influence language use. Speakers' native language can influence language use. People's native language (or mother tongue) is the language they grew up speaking and is often the language in which they are most fluent and comfortable.

People's proficiency in a particular language can influence which language they choose to use in different contexts. For example, a person may use their native language when speaking with family and friends, but switch to a second language when speaking in a professional setting. In some contexts, language policies may dictate which language(s) are used. For example, in schools, the language of instruction may be mandated by the government.

The social context in which language is used can also influence language choice. For example, a person may use a different language when speaking to someone of a different social class, age, or gender. Power dynamics can also influence language use. For example, a person may use a dominant language when speaking to someone with more power or authority, or when trying to assert their own power or authority.

Finally, the time and place in which language is used can also influence language choice. For example, a person may use a different language when speaking in a formal or informal setting, or when speaking in a public or private space.

Overall, language use analysis involves considering all of these factors to understand why people choose to use certain languages in different contexts, and how language use can reflect broader social, political, and cultural dynamics. Language and culture are closely intertwined¹¹, and learners may struggle to understand the cultural context behind certain words, phrases, and expressions. Language and culture are closely connected, and understanding the cultural context behind certain words, phrases, and expressions is essential for effective communication in English.

English has evolved over time, and its vocabulary and expressions are influenced by a variety of cultural, historical, and social factors. For example, many English idioms and expressions have their origins in the Bible, Shakespeare's plays, or other literary works. Understanding these cultural references can help learners to better understand the meaning and usage of these expressions. In addition, cultural differences can also affect the interpretation and usage of words and expressions. For instance, certain words or phrases that may be considered appropriate or polite in one culture may be considered offensive or impolite in another culture.

Therefore, learners of English need to be aware of the cultural context behind the language they are studying. This involves not only learning the meanings of words and expressions but also understanding the social, historical, and cultural factors that have shaped them. By doing so, learners can improve their language skills and communicate more effectively with English speakers from different cultures.

¹¹ Duranti, A. (1997). *Linguistic Anthropology*. Cambridge : Cambridge University Press

B. Sociolinguistics: A Study of Language From The Sociocultural Perspective

A language is system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchioro, 1964). This definition emphasizes that language is a social phenomenon and that it is used to facilitate cooperation within a social group. The arbitrary nature of language symbols means that there is no inherent connection between the symbol and its meaning, and meanings are assigned to words and phrases by a social group. This definition emphasizes the importance of language as a tool for social communication and cooperation, and highlights the arbitrary nature of language symbols. It suggests that language is not inherently tied to any particular meaning, but that meanings are assigned to words and phrases by a social group. Furthermore, the definition highlights the importance of context and social group in shaping language use and meaning. Different social groups may use language in different ways, assigning different meanings to the same words or phrases.

Acts of communication are often influenced by the factor of "who speaks what language to whom and when" as suggested by Fishman (1972). Fishman's theory of language and communication, known as the "speech community," emphasizes the importance of understanding the social and cultural contexts in which language is used. According to Fishman, language is not just a tool for communication, but is also closely tied to a person's identity, culture, and social status. In a speech community, individuals use language to communicate with others who share similar linguistic and cultural backgrounds. Fishman emphasizes that the choice of language used in communication is determined by a complex set of factors, including the speaker's proficiency in different languages, the social setting, the audience, and the purpose of the communication. For example, in a multilingual society, a person may use different languages depending on the context

of the communication. They may use their native language when speaking with family and friends, use a second language at work, and switch between languages depending on the people they are communicating with and the purpose of the communication. Understanding the dynamics of language and communication within a speech community is important for effective communication, intercultural understanding, and building stronger communities.

Term *sociolinguistics* is a derivational word. Two words that form it are sociology and linguistics. Sociology refers to a science of society, and linguistics refers to a science of language. A study of language from the perspective of society may be thought of as linguistics plus sociology. Some investigators have found it to introduce a distinction between sociolinguistics and sociology of language. Some others regard sociolinguistics is often referred to as the sociology of language.

Sociolinguistics is “the study that is concerned with the interaction of language and setting”. It is the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and of how languages function in communication.¹²

The study is concerned with the relationship between language and the context in which it is used. In other words, it studies the relationship between language and society. It explains we people speak differently in different social contexts. It discusses the social functions of language and the ways it is used to convey social meaning. All of the topics provide a lot of information about the language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language (Holmes, 2001).

Sociolinguistics is the study of the relationship between language and society. It is a multidisciplinary field that draws

¹² Wardhaugh, Ronald, (1986). *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell Ltd.

on insights from linguistics, sociology, anthropology, psychology, and other related fields. Sociolinguistics examines how language use varies according to factors such as social class, gender, age, ethnicity, region, and culture, and how these factors in turn influence language attitudes and behavior.

Sociolinguistics is concerned with understanding how language is used in different social contexts and how it reflects and reinforces social relationships and power structures. It also explores how language change occurs over time as a result of social, cultural, and historical factors, and how linguistic diversity is maintained or reduced in different societies.

Some of the topics that sociolinguistics investigates include language variation and change, language attitudes and ideologies, language and identity, language and power, language and socialization, and language contact and bilingualism. Sociolinguistic research is used in a variety of practical applications, such as language policy, education, and communication.

C. How Social Status and Roles Influence Speaker in His Language Use

In sociolinguistics, social status refers to the relative prestige or social standing that an individual or group has within a society. Social status can be determined by a range of factors, including occupation, education level, income, and social connections. Social status can also be signaled through language use, such as the use of certain vocabulary, accents, or speech patterns.

Social roles, on the other hand, refer to the positions that individuals occupy within a society, such as parent, teacher, or employee. Social roles can also be signaled through language use, such as the use of formal or informal language, or the use of language associated with a particular role or profession.

Both social status and social roles can influence language use and patterns of communication. Individuals may adjust their language use depending on the social status or role of

their interlocutor or audience, using more formal or informal language as appropriate. Social status and social roles can also impact language attitudes, with certain varieties or accents of a language being associated with higher or lower social status or prestige.

For example, in many societies, individuals in higher social status positions such as lawyers or doctors may be expected to use more formal language, while those in lower social status positions such as manual laborers may use more informal language. Similarly, parents may use more simplified language when speaking to young children, while teachers may use more complex language when speaking to students.

Overall, social status and social roles can have a significant impact on language use and communication patterns, and are important considerations in sociolinguistic research and analysis.

Social status and roles can have a significant impact on a speaker's language use. Here are a few ways in which this influence may manifest:

1. Vocabulary and Syntax:

People with higher social status or in more formal roles (e.g., business executives, politicians) may use more complex vocabulary and syntax to convey their ideas. They may also use more formal language and avoid slang or colloquial expressions. People with higher social status or in more formal roles may be more conscious of their language use and may adapt their language to fit the expectations of their audience. They may use more complex vocabulary and syntax to convey their ideas in a more sophisticated and professional manner, and they may avoid slang or colloquial expressions that may be seen as inappropriate or unprofessional in certain contexts. This can help them establish credibility and authority in their fields and communicate their ideas more effectively to others.

2. Pronunciation and Accent:

Social status and roles can also influence the way a person speaks, including their pronunciation and accent. People in higher social classes or more formal roles may speak with a more "prestigious" accent or dialect, while those in lower classes or less formal roles may speak with a regional or working-class accent. Social status and roles can also have an impact on a person's pronunciation and accent. People in higher social classes or more formal roles may speak with a more "prestigious" accent or dialect, while those in lower classes or less formal roles may speak with a regional or working-class accent. This is often referred to as linguistic prestige, where certain ways of speaking are associated with higher status or more formal roles.

For example, in some cultures, people may associate a particular accent or dialect with education, wealth, or intelligence, and therefore may view those who speak in that accent as more respectable or authoritative. This can be seen in the way certain accents or dialects are portrayed in media or popular culture, with some being viewed as more prestigious than others.

However, it's important to note that accent and dialect do not determine a person's intelligence or capabilities, and it's essential to recognize and respect the diversity of language use and dialects within a society.

3. Nonverbal Communication:

Social status and roles can also influence a person's nonverbal communication, including their posture, eye contact, and gestures. People in higher social classes or more formal roles may use more confident and assertive nonverbal communication, while those in lower classes or less formal roles may use more submissive or deferential nonverbal communication.

4. Use of Politeness:

Social status and roles can also influence how polite a person is in their language use. People in higher social

classes or more formal roles may use more formal and polite language to show respect and deference, while those in lower classes or less formal roles may use more casual and familiar language.

Overall, social status and roles can have a profound impact on how a person communicates through language, affecting their vocabulary, pronunciation, nonverbal communication, and use of politeness.

D. How Does A Language Relate to Sociocultural Aspects?

Language is deeply intertwined with sociocultural aspects. It is one of the key means by which people communicate and interact with each other, and it is therefore intimately connected to social norms, values, and beliefs.

In many societies, language use varies according to factors such as social class, gender, age, ethnicity, region, and culture. For example, different social classes or ethnic groups may have their own distinct ways of speaking that are associated with particular social identities. Certain language forms or accents may be stigmatized or considered prestigious, depending on the social context.

1. Language plays a central role in the construction of social identities.

People use language to signal their membership in certain groups and to express their cultural affiliations. This can include the use of dialects or languages associated with particular regions or ethnic groups, as well as the adoption of linguistic features associated with particular subcultures or social groups.

Language is a fundamental tool for constructing and expressing social identities. People use language to signal their membership in various social groups and to demonstrate their affiliation with particular cultural communities. This can be done in a variety of ways, such as through the use of specific dialects, accents, or lexicons, or by adopting linguistic practices that are associated with

particular subcultures or social groups.

For example, people may use language to signal their regional identity, such as by using certain dialects or pronunciations that are associated with a particular region or locality. Similarly, people may use language to signal their ethnic identity, by using certain words or expressions that are associated with their cultural heritage.

2. Language can be used to construct and express other aspects of identity

Language can be used to construct and express other aspects of identity, such as gender, age, and social class. For example, people may use language to express their gender identity, by adopting linguistic features that are associated with masculinity or femininity. Similarly, people may use language to signal their social class, by using certain words or expressions that are associated with a particular level of education or economic status.

Language use can reflect and reinforce social identities beyond just regional or ethnic affiliations. Gender, age, and social class are examples of other identity categories that are often reflected in language use.

In terms of gender identity, for example, people may use linguistic features such as intonation, word choice, and grammatical structure to convey their gender identity. For example, in some cultures, men may adopt a deeper tone of voice or use more assertive language to assert their masculinity, while women may use a higher pitch or more cooperative language to assert their femininity.

Similarly, language use can also reflect age-related identities. Younger people may use more informal or slang expressions, while older people may use more formal or traditional language. This can be a way of signaling generational identity and social status.

Social class is also often reflected in language use. People from different socioeconomic backgrounds may use different vocabulary, syntax, and pronunciation patterns,

which can signal their level of education, economic status, or cultural capital.

Overall, language is a powerful tool for expressing and constructing social identities across a range of dimensions, and sociolinguistics seeks to explore how these identity categories are reflected in language use and attitudes.

E. What Should The English Language Learners Do in Relation to The Sociocultural Aspects?

English language learners can benefit from understanding the sociocultural aspects of language use, as it can help them to communicate more effectively and appropriately in different social contexts. Here are some tips for English language learners in relation to sociocultural aspects:

1. Be aware of cultural differences:

Understanding the cultural norms, values, and beliefs of the people you are communicating with can help you to avoid misunderstandings and communicate more effectively. For example, different cultures may have different expectations about politeness, directness, or formality in communication.

Cultural norms can greatly influence communication styles and expectations for politeness, directness, and formality. Politeness in some cultures can be shown by indirectness. This way is valued as a way of showing respect and avoiding conflict. For example, in Indonesia, it is common to use vague or indirect language when making requests or giving criticism. In other cultures, such as the United States, directness and assertiveness are often valued.

In some cultures, blunt or direct language can be seen as impolite or aggressive. For example, in many East Asian cultures, indirect language and nonverbal cues are used to convey meaning and avoid confrontation. In other cultures, such as Australia, directness and frankness are often valued.

In some cultures, formal language and titles are used as a way of showing respect and hierarchy. For example, in many Latin American cultures, formal titles and honorifics

are used when addressing people of higher status. In other cultures, such as the United States, informal language and first-name basis are often the norm.

Understanding these differences in communication styles can be important for English language learners who are interacting with people from different cultural backgrounds. It can help them to avoid misunderstandings and communicate more effectively in different social situations.

2. Learn about language variation

English is a highly variable language, with many dialects and regional variations. ¹³Learning about these variations can help you to communicate more effectively with people from different parts of the world. For example, understanding the differences between British, American, and Australian English can help you to avoid confusion and build rapport with people from these regions.

English is a global language that is spoken by people all over the world, and it has many different dialects and regional variations. Some of the most well-known variations include British English, American English, and Australian English, but there are many other dialects as well, such as Indian English, Caribbean English, and Singaporean English.

Learning about these variations can be helpful for English language learners, as it can help them to communicate more effectively with people from different parts of the world.

Different dialects of English can have different pronunciation patterns, including differences in vowel sounds, consonant sounds, and stress patterns. Learning about these differences can help English language learners to understand different accents and communicate more effectively with people from different regions.

¹³ Trudgill, Peter. 1974. *Sociolinguistics: An Introduction*. Middlesex, England: Penguin Books.

English vocabulary can also vary greatly depending on the dialect or region. For example, British English and American English often use different words to describe the same thing (e.g., "lorry" vs. "truck"). Learning about these differences can help English language learners to avoid confusion and choose the right words in different social situations.

English grammar can also vary depending on the dialect or region. For example, some dialects of English use different verb forms or word order patterns. Learning about these differences can help English language learners to understand different dialects and communicate more effectively in different social situations.

In short, learning about the dialects and regional variations of English can be a valuable tool for English language learners, helping them to communicate more effectively with people from different parts of the world and build better relationships with people from diverse backgrounds.

3. Pay attention to context

Language use is highly context-dependent, and the same words or expressions can have different meanings in different contexts. Paying attention to the social context in which you are communicating can help you to choose the right words and expressions for the situation.

Paying attention to the social context in which you are communicating is an important aspect of effective communication. The social context can include factors such as the relationship between the speaker and the listener, the setting, the purpose of the communication, and the cultural norms and expectations of the participants.

Here are some examples of how paying attention to the social context can help you to choose the right words and expressions for the situation:

The choice of words and expressions can vary depending on the nature of the relationship between the speaker and the listener. For example, if the speaker is communicating with a close friend, they might use more informal language and slang than if they were communicating with a boss or a stranger.

The setting can also influence the choice of words and expressions. For example, if the communication is taking place in a formal business setting, the speaker might use more formal language and avoid using slang or colloquialisms.

The purpose of the communication can also influence the choice of words and expressions. For example, if the communication is a request for information, the speaker might use more direct language and avoid using unnecessary pleasantries.

Finally, cultural norms and expectations can also influence the choice of words and expressions. For example, in some cultures, it is customary to use indirect language and avoid direct confrontation, while in other cultures, directness is valued.

By paying attention to the social context in which you are communicating, you can choose the right words and expressions for the situation, and avoid miscommunication or offending the listener.

4. Be open to learning

Language use is constantly evolving, and there is always more to learn about the sociocultural aspects of language. Being open to learning about new cultures, dialects, and linguistic practices can help you to communicate more effectively and build better relationships with people from diverse backgrounds.

Absolutely, being open to learning about new cultures, dialects, and linguistic practices is a key aspect of effective communication and building strong relationships with people from diverse backgrounds.

By learning about different cultures, dialects, and linguistic, you can avoid miscommunication and misunderstandings. For example, understanding how direct or indirect language is used in a particular culture can help you to avoid misinterpreting the speaker's intent.

When you take the time to learn about someone's culture, dialect, or linguistic practices, you demonstrate respect and appreciation for their background. This can help to build rapport and trust between you and the other person.

Learning about new cultures, dialects, and linguistic practices shows that you are interested in the other person and their experiences. This can help to create a more positive and supportive relationship.

By learning about new cultures, dialects, and linguistic practices, you can expand your own knowledge and understanding of the world around you. This can help to broaden your perspective and increase your empathy for others.

F. Summary

Understanding the sociocultural aspects of language use can be a valuable tool for English language learners, helping them to communicate more effectively and build better relationships with people from different cultures and backgrounds. Furthermore, language is often a marker of power and social status. In many societies, people who speak certain languages or dialects may have greater access to political or economic opportunities, while those who speak other languages may face barriers to social mobility.

Understanding these differences in communication styles can be important for English language learners who are interacting with people from different cultural backgrounds. It can help them to avoid misunderstandings and communicate more effectively in different social situations.

The role of language in constructing and expressing social identities is complex and multifaceted. Sociolinguistics seeks to understand how language use and attitudes reflect and reinforce social norms and power structures, and how language can be used to construct and express social identities in various ways.

The relationship between language and sociocultural aspects is complex and multifaceted. Sociolinguistics seeks to explore these connections and to understand how language use and attitudes reflect and reinforce social norms and power structures.

The language is a powerful tool for expressing and constructing social identities across a range of dimensions, and sociolinguistics seeks to explore how these identity categories are reflected in language use and attitudes.

Understanding the sociocultural aspects of language use can be a valuable tool for English language learners, helping them to communicate more effectively and build better relationships with people from different cultures and backgrounds.

Understanding these differences in communication styles can be important for English language learners who are interacting with people from different cultural backgrounds. It can help them to avoid misunderstandings and communicate more effectively in different social situations.

Learning about the dialects and regional variations of English can be a valuable tool for English language learners, helping them to communicate more effectively with people from different parts of the world and build better relationships with people from diverse backgrounds.

By paying attention to the social context in which you are communicating, you can choose the right words and expressions for the situation, and avoid miscommunication or offending the listener.

Overall, being open to learning about new cultures, dialects, and linguistic practices can help you to communicate more effectively and build better relationships with people from diverse backgrounds. It is an important aspect of being a culturally competent communicator.

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CHAPTER

11

STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

Aulia Maurida

A. Introduction

English language has an important thing in human's life, especially for learners. A knowledge of English is perceived in most parts of the world as essential for international communication in commerce and tourism, in economic and military aid, and in scientific and technological literature (Greenbaum & Nelson, 2002).

As the importance of English as an international language, it has been taught all over the world even from the very beginning of education. English in Indonesia is as a foreign language. In Indonesia, English is taught as a local subject in junior high school level up to the university and even now, it has been taught in the Kindergarten school level. Many students in foreign schools speak English. In learning English, there are four skills that should be well- mastered by the students, namely reading, writing, speaking, and listening. It is not an easy to mastered English language and that skills.

There are some reasons why students have difficulties in mastered English language. First, English is a language that is not easy to understand. Second, English is not the first language of students. In everyday life students often use their first language or Indonesian in communicating, that's why students find it difficult to learn English. Third, there are many rules in the language setting in English which are difficult for students

to understand. For example each word has a different way of pronunciation, or the same word has a different meaning according to the context of its use. The last is students' motivation in learning English. Because English is a difficult language to learn, this makes students less motivated to learn English.

Motivation is an essential factor in the teaching and learning process. The success of learning depends on the high or low motivation of students in learning. Motivation has been widely accepted by teachers as one of the key factors influencing the success of English language learning. In teaching and learning process, there are two types of motivation, they are intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation that come from individual its self. According to Harmer (2001, as cited in (Ulfa & Bania, 2019), a person might be motivated by the enjoyment of the teaching and learning process or desire to make themselves feel better.

Motivation that comes from within oneself is motivation that is purely created by the students themselves, such as an interest from within the students themselves to learn. Intrinsic motivation is also pure motivation and is not influenced by external factors. Besides intrinsic motivation, there are other kinds of motivation, namely extrinsic motivation. Harmer (2001, as cited in (Ulfa & Bania, 2019) defines extrinsic motivation as the result of any number of outside factors, such as environment, gifts and support from parents. When students do not have motivation from within themselves, then students will have motivation in learning if they get a gift or reward.

In teaching and learning process students must be able to have a motivation in learning, because motivation is one of the determining factors for student success in English language learning. The more students have high motivation in learning, the better the results obtained. On the other hand, if the students have low motivation in learning, the results will also be low.

Motivation is obtained from various sources, from the students themselves, teachers, and the environment in the classroom, parents, social environment, friends, and many more. Self is the main source of motivation. Since from the beginning of the learning process students feel happy and like the material to be studied, then during the learning process, students will have motivation because they like the material being studied. In learning and teaching process, the teacher is one of the main factors of student success in learning.

The task of a teacher is not only to teach and provide knowledge to students, but the teacher must also be able to be a motivator for students. The nature and attitude of the teacher in the classroom, the way the teacher explains a material, the learning media that used by the teacher, and the learning methods used are also one of the factors students will have high motivation in English language learning. If the teacher uses a variety of media and learning methods, it will generate enthusiasm and motivation in learning, but conversely if the teacher uses monotonous media and methods students will also feel bored and have no motivation in learning.

A teacher must be able to create a comfortable learning atmosphere in the classroom, because the classroom atmosphere is also a source of student motivation in English language learning. A comfortable classroom environment will make students enthusiastic and have motivation in learning. Parental support is also a factor in the success of students in English language learning. A student who gets support from parents will have high enthusiasm and motivation in learning.

Lack of motivation in learning is a problem that many students experience in English language learning. Many factors cause students to lack motivation in learning English, such as external and internal factors. A lack of motivation has a bad effect on students in teaching and learning process.

Based on the explanation above, the researcher of this study is interested to find out what is the motivation of students in English Language Learning, the factor of students'

lack of motivation in English Language Learning, the effect of the lack of motivation in English Language Learning and the solution for the students' that have a lack motivation in English Language Learning.

B. Motivation

Motivation is one of the crucial factors of students' success in teaching and learning process. Motivation is one of the important things in teaching and learning process because it will make students enthusiastic in learning. According to Oxford English Dictionary Online, motivation is defined as “the conscious or unconscious stimulus for action towards a desired goal, especially as resulting from psychological or social factors; the factors giving purposes or directions to human or animal behavior. Motivation refers to a mental stimulus driving and directing human behavior, involving learning behavior (Hading, 2006, as cited in (Mauliya, Relianisa, & Rokhyati, 2020). Motivation has two types, named intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation that come from individual its self. There are some point that cause of intrinsic motivation: Interest, Need, Hobby, Goal.

Extrinsic motivation is the result of any number of outside factors, such as environment, gifts and support from parents (Harmer, 2001). When students do not have motivation from within themselves, then students will have motivation in learning if they get a gift or reward. Here are some point that cause of extrinsic motivation: teacher, parents, and environment.

This research is written based on library research. The writers use systematic literature review as a method in this research. The systematic literature review are collect the data, classify, analyze, and discuss.

1. Students' motivation in English Language Learning

There are two types of motivation in English Language Learning. There are intrinsic motivation and extrinsic motivation. In English language learning student

should have that kinds of motivation in order to successfully in teaching and learning process. Here are the students' motivation in English language learning.

a. Intrinsic motivation

Intrinsic motivation is a motivation that come from individual himself. Intrinsic motivation is a type of motivation that comes from within the individual. It refers to the drive to engage in an activity or task because of the inherent enjoyment or satisfaction that comes from it, rather than external rewards or pressure from others. For example, a student who is intrinsically motivated to learn might be motivated by a love of the subject matter, a desire to understand a particular concept, or a personal interest in the topic. In contrast, a student who is extrinsically motivated might be motivated by external factors such as grades, rewards, or pressure from parents or teachers. Intrinsic motivation is often associated with a range of positive outcomes, including increased creativity, persistence, and enjoyment of the activity or task. Because individuals who are intrinsically motivated are driven by their own internal desires, they are more likely to engage in the activity or task for its own sake, rather than for external rewards or pressures. Intrinsic motivation is an important aspect of learning and personal growth, as it can help individuals to develop a sense of autonomy, self-determination, and personal fulfillment. There are some component in intrinsic motivation.

1) Goals

Motivation is bound with a person's desire to achieve some goals (Gage and Berliner (1984, as cited (Ulfa & Bania, 2019). In line with this, students' goals are the main component that drives or motivates students to learn English. This is because students will learn when they want to achieve a goal they want. If students do not have goals, they will not have the

desire or motivation to learn. In line with that statement, in the previous study conducted by (Mujan, 2019), it was found that most of the students learn English to support their carrier in the future. It means that students learn English because they want to achieve their goal, which is to support their career in the future. This proves that students' goals are the main or most important component in intrinsic motivation.

2) Needs

Abraham Maslow was a psychologist who developed a theory of human motivation known as Maslow's hierarchy of needs. According to Maslow, human needs can be arranged into a hierarchy of five levels, with each level building upon the previous one. The five levels of Maslow's hierarchy of needs, from lowest to highest, are: physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs

Physiological needs are the basic needs necessary for survival, such as air, water, food, shelter, and clothing. Safety needs are needs that refer to the need for safety, security, and stability in one's environment. This includes physical safety, financial security, and protection from harm. Love and belonging needs are the needs that refer to the need for social connections, intimacy, and relationships with others. This includes love, friendship, and a sense of belonging. Esteem needs are needs that refer to the need for respect, recognition, and self-esteem. This includes the need for achievement, recognition, and a sense of competence. Self-actualization needs are the needs that refer to the need for self-fulfillment, personal growth, and reaching one's full potential. This includes the need for creativity, self-expression, and personal development.

According to Maslow, individuals are motivated to satisfy their lower-level needs first before they can move up the hierarchy to satisfy their higher-level needs. Once the lower-level needs are met, individuals can then focus on fulfilling their higher-level needs, which can lead to greater happiness, fulfillment, and self-actualization.

Needs is the second most common component that makes students have a desire or motivation in English language learning. Many students learn English based on their needs. Every student has different learning needs. There are students who learn English because of their need to get praise or be liked by others. This is called the need of affiliation. There are also students who learn English because of their need to get an achievement. Students will learn when they feel the need to learn. This depends on students' own awareness whether they need it or not in learning. That is why awareness from within students is important for their needs in learning.

Every student has unique learning needs, preferences, and goals when it comes to learning English. Some students may want to improve their spoken English for better communication, while others may want to enhance their writing skills for academic or professional purposes.

Moreover, some students may have different learning styles, such as visual, auditory, or kinesthetic learners, which may affect how they prefer to learn and what methods are most effective for them. Additionally, students may have different levels of proficiency in English, which can also impact their learning needs and goals.

Therefore, it's essential to personalize language learning to meet each student's specific needs, abilities, and goals. Teachers can do this by

understanding their students' needs, using a variety of teaching methods and materials, providing individualized feedback, and offering support and resources tailored to each student. By doing so, students can achieve better results and become more confident and proficient in using the English language.

3) Interest

Students' interest in something will make students enthusiastic about doing it. For example, when students are interested in singing, these students will be happy to do it. In English language learning, interest is the third component that makes students enthusiastic or motivated in learning English. This proves that students' interest in English greatly influences their learning. Students who have an interest in English will be enthusiastic in learning because they like it and enjoy learning. On the other hand, a student who from the start has no interest in English and even hates it, he will be lazy in learning. That is why raising students' interest in English is very important, because it is one of the components that makes students enthusiastic in learning English

4) Hobby

Hobby is the last component that can make students motivated to learn. Hobby is a student's liking in something. There are students who have hobbies reading, writing poetry, singing, exercising and many more. When students have a hobby, students will diligently carry out these activities, because they enjoy doing them. If students have a passion or hobby in the world of English, then surely they will enjoy learning English because they like it. Hobby is the smallest factor in student learning motivation, which means that this component has too much influence.

b. Extrinsic Motivation

Extrinsic motivation is the result of any number of outside factors, such as environment, gifts and support from parents. There are some component in intrinsic motivation.

1) Teachers

In extrinsic motivation, teachers are the most important component or the main component that makes students motivated in English language learning. Teachers can play a crucial role in motivating students in English language learning in several ways.

a) Creating a positive learning environment

Teachers can create a positive learning environment that is conducive to learning by being approachable, supportive, and respectful. When teachers are approachable, supportive, and respectful, students are more likely to feel comfortable in the classroom and engage in the learning process. An approachable teacher is one who is friendly, open, and easy to talk to, which can help students feel at ease and more willing to ask questions or seek help when needed. A supportive teacher is one who is there to help students when they need it, whether that means providing extra assistance or simply offering words of encouragement. Finally, a respectful teacher is one who treats students with dignity and shows consideration for their needs, opinions, and perspectives. When teachers exhibit these qualities, they can create a positive and supportive learning environment that can enhance student motivation and engagement. This can help students feel comfortable and more motivated to engage in class.

b) Providing clear expectations and goals

Teachers can set clear expectations and goals for students, which can help them understand what is expected of them and what they need to do to succeed. When teachers set clear expectations and goals for their students, it provides them with a sense of direction and purpose, which can be highly motivating. Clear expectations can help students understand what they need to do in order to succeed and what they will be held accountable for. By setting goals, teachers can help students see the bigger picture of what they are trying to achieve and encourage them to work towards specific outcomes. When students understand what is expected of them and what they are working towards, they are more likely to feel motivated and engaged in the learning process. Additionally, clear expectations and goals can help students feel more in control of their learning and provide them with a sense of ownership over their progress. This can provide students with a sense of direction and purpose, which can be motivating.

c) Providing engaging and relevant materials

Teachers can provide materials that are interesting, relevant, and engaging to students. One of the most important responsibilities of a teacher is to provide materials that are interesting, relevant, and engaging to their students. This is essential for fostering a love of learning and keeping students motivated to explore and understand the subject matter. When teachers provide materials that are interesting, students are more likely to be engaged and invested in the learning process. This can involve incorporating current events, real-world examples, and interactive media into their lessons. By doing so,

teachers can make the content more relevant to students and help them see the connections between what they're learning and the world around them. Teachers can also make use of different teaching methods and techniques to help students stay engaged with the material. This can include things like group work, hands-on activities, and multimedia presentations. By varying their approach, teachers can help students with different learning styles and interests find ways to connect with the material. , when teachers provide materials that are interesting, relevant, and engaging, they can help students not only learn the material but also develop a lifelong love of learning. This can help them stay focused and motivated to learn, as they are more likely to find the material interesting and useful.

d) Offering positive feedback and encouragement

Teachers can offer positive feedback and encouragement to students, which can help boost their confidence and motivate them to continue learning. providing positive feedback and encouragement to students is an important aspect of teaching. When students receive positive feedback and encouragement from their teachers, it can boost their confidence, increase their motivation to learn, and improve their overall academic performance.

By acknowledging and celebrating students' successes, teachers can help them feel valued and appreciated. This can be as simple as praising a student for their hard work on an assignment or project or acknowledging their progress in a particular subject area. When students receive this kind of positive reinforcement, they are more likely to feel confident in their abilities and

motivated to continue learning and growing. In addition, teachers can provide constructive feedback that helps students improve their skills and knowledge. This can be done in a supportive and encouraging way that focuses on the student's strengths while also offering suggestions for improvement. When students receive this kind of feedback, they are more likely to feel empowered to take on new challenges and work towards their goals. Overall, by providing positive feedback and encouragement to students, teachers can help create a positive learning environment that fosters confidence, motivation, and growth. By praising students for their efforts and achievements, teachers can reinforce their motivation to learn.

e) Tailoring instruction to meet individual needs

Teachers can tailor their instruction to meet the individual needs of their students. By recognizing each student's strengths and weaknesses and providing targeted instruction, teachers can help students feel more confident in their abilities and motivated to learn. Overall, teachers can play a vital role in motivating students in English language learning by creating a positive learning environment, providing clear expectations and goals, offering engaging materials, providing positive feedback and encouragement, and tailoring instruction to meet individual needs.

In line with the previous research conducted by (Ulfa & Bania, 2019), it was found that the teacher is the biggest component that makes students enthusiastic about learning English. The teacher is the parents of the two students when they are at school. The task of a teacher is not only to provide knowledge to students, but the teacher

must also be able to be a motivator for students. The way the teacher teaches in class then the media and methods used are one of the factors whether students have motivation or not in learning English in class. The teacher's attitude when teaching in the classroom is also important in the success of students learning English, because if a teacher when teaching has a calm and peaceful attitude, students will also be happy with the learning. This is in line with the findings by Ulfa, M., & Bania, A.S. (2019) that teachers really influence students in learning English, and thus the way of teaching, the media and the attitude of teachers influence the students to learn and know more about English.

2) Environment

The environment is the second component after the teacher which makes students motivated in English language learning. The school environment and the environment where students live are factors in the success of students in learning English. A comfortable school environment will make students calm in learning. A comfortable school environment begins with a comfortable classroom atmosphere. The role of a teacher is very important in making the school environment, especially the environment in the classroom, comfortable. Teachers can carry out various activities, such as planting trees around the school environment and decorating each room according to their needs. This will make the school environment greener and will certainly make students comfortable in learning and have motivation in English Language Learning.

The environment where students live also influences students' motivation in learning English. If students live in an environment that is very

supportive for learning, especially learning English, students will have motivation in learning. But on the contrary, if students live in an environment that does not support students to learn but prefers to play or do other things that are less useful, then students will also lose their motivation in learning. That is why the school environment and residential environment are one of the important components in the success or motivation of students in English language learning.

3) Parents

Parental support is the last component that determines student motivation in English language learning. The role of parents is very important in the success of student learning. Students who get support from their parents in learning will have high motivation in learning English. However, there are some parents who do not care about the learning process of students which makes students feel demotivated in learning. That is why the support or role of parents is needed in the learning process of students in English language learning. Parents must be able to position themselves and divide their time for children, so that children feel cared for and have motivation in learning English.

2. The Importance of Motivation in English Language Learning

Motivation has an important role in teaching and learning process, especially in learning English language. Motivation is one of the success factors for students in English language learning. Students who have motivation in learning will get satisfactory results. In contrast, students who do not have motivation in learning will get unsatisfactory results. In a specific learning situation, students who are less motivated are likely to lose their attention, to misbehave, and to cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain

learning task or activity. Motivation is seen as a pre-requisite and a necessary element for student engagement in learning. Student engagement in learning is not only an end in itself, but it is also a means to the end of students achieving sound academic outcomes.

3. A lack of motivation in English Language Learning

According to Sasson (2019, as cited in (Mauliya, Relianisa, & Rokhyati, 2020)) a lack of motivation refers to having a deficient level of passion and enthusiasm in doing a job. A lack of motivation can be interpreted as a lack of student motivation in learning. A lack of motivation is one of the most common problems found in the teaching and learning process. Every student must have experienced a lack of motivation in learning, especially in English language learning.

There are many factors that cause students to lack of motivation in learning English. There are external and internal factors. External factors related to motivation that comes from external things, namely extrinsic motivation and internal factors related to motivation that comes from oneself, namely intrinsic motivation.

a. External factor

Some reasons that make students lack or lose of motivation are caused by external factors. The teacher is the main factor causing the lack of motivation. Unclear explanations from the teacher about the material being studied, monotonous teaching methods or methods, not using media when studying, and a teacher's unfavorable attitude are the reasons why students lack of motivation in learning English. An uncomfortable learning atmosphere also makes students lack of motivation in learning. When studying students want to feel a comfortable and peaceful classroom atmosphere so that they can focus on learning.

b. Internal factor

Students experiencing a lack of motivation can also be caused by internal factors or factors within the students themselves. There is no student interest in English making them feel less motivated in learning. English is a difficult language for students and according to students, they will not be able to speak English. Students' lack of confidence in learning English causes them to lack of motivation in English language learning. Students who do not have goals in learning are also the cause of students' lack of motivation in learning English. When students study there must be a goal to be achieved, when students feel they do not have a final goal they lack or even have no motivation in learning English.

A lack of motivation has an effect on students. The effect that is obtained is not only for now but also for future students. A lack of motivation will have an effect on student learning outcomes. Students who lack motivation in learning English will affect their learning outcomes. Students will experience a decrease in learning outcomes. This will give an effect that is not good for students. When students get used to losing motivation in learning or doing something, they will get used to it. This will have a bad influence on students for their future. They always lose motivation from small things, namely studying, especially when students want to do a big job in the future. This is very influential in the lives of students. This is the reason a lack of motivation must be eliminated for the good of the students themselves.

4. How to overcome a lack of motivation

A lack of motivation is a serious problem in English language learning. A lack of motivation gives an effect that is not good for students. Therefore, a lack of motivation must be overcome so as not to have an unfavorable impact on the teaching and learning process. Here are some tips to overcome a lack of motivation

- a. Teachers can make learning activities funnier in order to make the classroom environment good and the students will be comfortable in learning English
- b. The teacher must be able to adapt the material to be taught to real life students so that students can more easily understand the material being taught.
- c. Teachers must use media that attracts students' attention while studying
- d. In teaching and learning process, the teacher can add game activities to prevent students from getting bored while learning.
- e. Students must be more confident in learning English and believe that English is an easy language to learn.

C. Conclusions

In conclusion, Motivation is an important factor in teaching and learning process. The success of learning depends on the high or low motivation of students in learning English.

There are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within the student. There are four components of intrinsic motivation, namely goals, needs, interests and hobbies. Extrinsic motivation is motivation that comes from external factors.

There are three components of extrinsic motivation, namely teacher, environment and parents. In intrinsic motivation, goals are the component most used by students in learning motivation, in contrast hobbies are the last component. In extrinsic motivation, the teacher is the first component that is most influential in student learning motivation, while parents are the last component.

Motivation is a very important factor in English language learning, because it is one of the factors for student success in English language learning. In fact, many students who lack do not even have motivation in learning. A lack of motivation refers to a student's lack of enthusiasm in doing something. A

lack of motivation can be interpreted as a lack of student motivation in learning.

There are several factors that cause a lack of motivation, namely external factors and internal factors. External factors come from teachers who do not support the learning process, inadequate school environment and lack of support from parents. Internal factors come from within the students themselves. A lack of motivation gives a less good effect on student learning outcomes.

Therefore students must be able to overcome a lack of motivation. There are many ways to overcome that. Teachers can make learning activities more creative, then students must be willing to change themselves to want to learn English, and parents who support what students do. This must be done so that a lack of motivation does not affect student learning outcomes in English language learning.

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CHAPTER

12

STUDENTS ANXIETY IN ELL

Hennie Rahmawati

A. Introduction

In the field of education, the use of English facilitates the learning process immensely. With the advancement of technology, we can obtain a variety of items by entering a few keywords. Similar to when student need additional information regarding the subject matter they are studying. There is no need for students to visit the library to obtain or purchase books. Using advanced technology, such as laptops or smartphones, and a few related keywords, a variety of reading materials from different sources and time periods can be retrieved. If the reading material is written in English, the use of English is not a barrier for students with strong English skills. However, not all student possess the same excellent abilities.

As we have known, English language learning is a complex and challenging phenomenon. Every language students faces a novel situation that may affect their entire character. Therefore, successful language acquisition requires complete dedication, intense concentration, and effective emotion management. Numerous variables are involved, which exacerbates the difficulty of second-language acquisition. For some students, acquiring a second or foreign language can be a traumatic experience. It is remarkable how many students report being anxious language learners. As expected, one-third to one-half of the surveyed students reported having incapacitating language anxiety. Language apprehension is a widespread phenomenon, particularly among second/foreign

language learners. Language anxiety is not a tangential aspect of second/foreign language acquisition that is negligible. Indeed, it is a crucial emotional construct for influencing second/foreign language acquisition.

The significance of language anxiety among the multitude of variables influencing the course of language acquisition is undeniable. It is believed that all levels of academic achievement and intelligence are affected by anxiety in language acquisition. This anxiety manifests itself in varying degrees and is characterized by feelings of concern, fear, and dread. It can be demonstrated variously by different people. As students advance, they may be affected by a variety of pressures and anxiety levels.

Some of the earliest research on affective reactions to language acquisition examined the correlation between anxiety and second language proficiency. Scovel's (1978) review of the available literature on the effects of anxiety on foreign/second language acquisition found "mixed and confusing" results at the end of the 1970s. Many students of the second language (L2) experience a certain measure of language anxiety as a result of their involvement with L2. These emotions are problematic because they have a deleterious impact on the motivation and involvement of language learners.

In summary, it is acknowledged that language anxiety, a type of situationally specific psychological phenomenon with its own characteristics in language learning contexts, is a comparatively unique form of anxiety. Additionally, language anxiety is intricately intertwined with other individual differences, including personality traits, temperament, and motivation.

B. Objective

This article is an attempt (a) knowing more deep about language anxiety, (b) the cause & effect of anxiety to student, (c) implication of anxiety for student and (d) suggestion to reduce anxiety

C. Methodology/Materials and Methods

1. Materials

Language anxiety can be defined as an emotion that encompasses the sense of apprehension, dread and other associated negative emotions that a learner experiences when learning or utilizing an unfamiliar language not native to them. The terminology encompasses language acquisition in contexts in which intergroup communication is either present (so-termed 'second' language) or absent (conventionally labelled 'foreign' language), as well as incorporating a wide range of language abilities. (especially speaking, but also reading, writing, and comprehension).

Many researchers have asserted that language anxiety has a bearing on language learning and language performance. The underpinning of their conceptualization consists of interdependent mechanisms including 'communicational trepidation', 'perturbation regarding frequent assessments and tests in a language teaching environment', and 'anxiety of unfavorable appraisal.' A study revealed that the significant contributors to foreign language anxiety among highly anxious language learners are personality factors, fear of negative evaluation, low English proficiency, lack of preparation, pressure from the language instructor and tests, and parental pressure. The increased levels of anxiety present in students lead to the activation of a 'affective filter,' which inhibits their ability to process new information, thus leading to the inhibition of language acquisition.

The phenomenon of Anxiety has a direct correlation to one's success in language acquisition. The study of language anxiety has yielded findings that indicate that individuals experience feelings of worry and negative, fear-related emotions when engaging in the learning or use of a language which is not their native one. The psychological factor influential in propelling individuals to greater levels of success in their language learning endeavors. According

to Young (1992), the intricate process of anxiety in foreign language classrooms cannot be simply evaluated, yet its impact on second language acquisition is observed on numerous levels.

Language anxiety has been identified as having five broad categories of effects on language learning, which can be attributed to its impact on students both academically, socially, cognitively, affectively, and personally. The review identified that students who demonstrate signs of language anxiety generally have poorer academic performance. Additionally, they seem to demonstrate reduced motivation for social engagement via the L2. Furthermore, heightened levels of stress impede the transmission of information to the cognizant subsystem of learners, thereby leading to the loss of a crucial component of language development. Furthermore, the influence of anxiety on other affective phenomena (e.g. attitudes and self-confidence) can be observed due to its nature as an affective construct. Ultimately, language anxiety has a negative impact on learners' personalities, leading to an increase in feelings of misery, worry and forgetfulness.

2. Methods

This article is written based on library research. The authors utilize the qualitative approach supported by descriptive methods. The qualitative data are identified, classified, and discussed/interpreted.

D. Result/Disscusions

1. Anxiety in English language learning

a. Language Anxiety

Students use language learning as a strategy or instrument to complete learning activities based on their language skills, including writing, listing, reading, and speaking. According to Ismael et al., the method by which a learner acquires, recalls, and retains new skills and knowledge is language learning. In addition,

numerous research have been undertaken in the past to study the various causes of anxiety in foreign language learning. In general, language learners have demonstrated that they experience anxiety, which causes them to feel uneasy in the classroom when learning a language. However, Language anxiety generally has been found to have a negative effect on learning.

Furthermore, anxiety is the subjective experience of tension, trepidation, nervousness, and worry linked with an arousal of the autonomic nervous system. There are also two separate types of language anxiety: debilitating (destructive) anxiety and facilitating (beneficial) anxiety. Debilitating anxiety is defined as a "extreme level of anxiety" that can cause a poor and negative response or even restrain it. Furthermore, crippling anxiety will undoubtedly induce learners to avoid the learning process in attempt to alleviate their discomfort. Meanwhile, facilitating the type of anxiety always motivates learners to do things more efficiently and encourages learners to go the extra mile in overcoming anxiety feelings.

In other words, anxiety is the fear and negative emotional response triggered by the acquisition or use of a second language. Then, anxiety has been divided into three psychological categories: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety refers to a general tendency to become nervous in a wide range of situations. State anxiety is the feeling of worry or stress that arises at a particular moment under a particular circumstance. A situation-specific anxiety is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations.

b. All skills can makes student anxiety

In language learning, all skills can trigger anxiety in students. This happens for the most basic reason: learning a foreign language. Of the four skills, the one

that most often triggers anxiety is speaking. It can be said that it is common knowledge that when students are asked to speak in a foreign language, especially English, it makes them feel anxious. Especially when they are asked to make a presentation in front of the class using English. From the teacher's perspective, interacting with fellow students will greatly help students develop their speaking skills, one of which is making presentations. But on the contrary, presentations make them feel burdened and trigger anxiety. Not a few students cannot speak at all, freeze or stammer, or even say words that are not supposed to be said.

These mistakes make students limit themselves by not "trying to try". They are afraid that they will become the brunt of jokes by their friends or other people who hear them while doing the speaking activity, making it something unpleasant, namely trauma. That's why speaking is the skill that most often triggers anxiety in language learning.

Furthermore, writing skills can also trigger anxiety. As the results of research conducted by Choi Sejeong on language anxiety in second language writing skills. The results show that if students already feel language anxiety, it is likely that they will feel anxiety when dealing with language learning activities. Then, researchers cannot be sure that anxiety felt during writing affects English writing performance, but there is a tendency to believe that high anxiety means poor performance. Regarding the sources that make students feel anxiety during writing, some of them are fear of grammar mistakes, a lack of vocabulary, and feeling insecure about their writing.

Next is reading skill. Based on the results of research conducted by Sellers, the results show that reading can also trigger anxiety in students. In plain sight, it seems impossible that reading activities can

trigger anxiety in students because they only read and answer questions that are usually multiple-choice or essay. Just like before, when students already feel language anxiety, any skill they face can trigger it. Next, the source that makes students feel anxious during reading activities is the text presented, which is not in accordance with the level of the reader and the duration given for reading. Many texts presented for both high school and college students are too difficult for them to understand because the language used in the text is rarely encountered by them; in other words, it is not in accordance with their level of education.

Then, the duration of reading time—when students are told about how long they have to read a text, they feel burdened by the amount of time they have to be able to read and understand the text presented. Meanwhile, as we know, every student has different reading abilities; some are fast and some are slow. These two things usually make students feel anxious during reading sessions in language learning.

Finally, listening skills. In this skill, students need calmness when listening to a conversation or dialog, but in fact, for some students, their calmness must be disturbed because of a disturbance in the form of anxiety. It will greatly interfere with the listening process if the anxiety felt by students is also involved because it makes them unfocused. There are several sources that make students feel anxious during listening sessions, namely the text that is read, poor pronunciation, different accents for each audio played, the teacher's voice being too small, not knowing the purpose of the text reading, no visuals to help, and being nervous because they know that the audio is only played twice.

The same problem that occurs in reading skills also occurs in listening skills, namely that the level of difficulty of the text read is not in accordance with the educational level of the students who listen to the audio. There are many vocabulary words that they cannot catch while listening to the audio, plus there is no visual aid that helps them have a definite understanding of what topic the audio is discussing. Also, regarding the number of audios to be played, it will not be a burden for students if it is only twice as long as some of the sources of anxiety mentioned earlier are changed into things that make students calmer. Then, regarding the teacher's voice, it would be better if the teacher had good pronunciation and a loud voice when conducting listening sessions. This will certainly save time during the listening session because students will not need to ask the teacher to repeat what has been said.

c. Any degree of education can feel the anxiety

In accordance with Indonesia's English language policy, English is a required subject in all junior and senior high schools. In the curriculum of Indonesian high schools, English has become one of the topics assessed nationally. Although though language skills have been incorporated for a long time, this does not guarantee that kids will be able to master them all. Living and studying in a non-English speaking country made it difficult to determine what factors make students to be silent in English language classes and which factors played a larger role than others in the students' English language speaking anxiety, as all of the factors appeared to be intricately interconnected.

All students for various levels of education can feel anxiety, whether elementary school, middle or high school or even university students. Many studies prove that students also still feel anxiety when asked to speak English in front of the class, presentations or even talk to

friends. Anxiety can attack anyone regardless of age, background or level of education. All students for various levels of education can feel anxiety, whether elementary school, middle or high school or even university students. Many studies prove that students also still feel anxiety when asked to speak English in front of the class, presentations or even talk to friends. Anxiety can affect anyone regardless of age, background or education level.

Furthermore, this may be attributed to the causes of learner failure. In their research, they discovered that anxiousness is a common issue for language learners. The outcome also differed from one individual to the next in the sense that some experience a high degree of worry over others. There are five major themes related to students' English language speaking anxiety, including 1) low speaking skill due to lack of vocabulary and grammar, (2) fear of negative responses from others, (3) low self-esteem to speak in English, (4) fear of being evaluated by teachers, and (5) cultural influences to speak English due to a more teacher-centered style.

The five key factors connected to English language speaking anxiety among senior high school students discovered in this study are intricately intertwined. Each variable has a unique function for each participant in this study. The five origins of English language speaking anxiety imply that teachers of EFL students a non-English speaking country, must be mindful of the existence of worry among EFL students when teaching English.

Then, based on the previous explanation that all skills are able to trigger anxiety in students. However, based on the studies that have been conducted, the results show that speaking skills are skills that often trigger anxiety among students. As Tiono said that speaking or doing something using a foreign language in

a classroom situation can cause students' anxiety because they have to perform an unfamiliar voice in front of an audience, or because teachers and other students ask and provide corrections or comments excessively.

2. Cause of Language Anxiety

In general, there are many things that make students nervous or anxious during the language learning process. However, with the many studies that have been conducted with various subjects from various levels and types of schools and universities, there is a common thread that means the basic reasons for which anxiety usually arises. The sources of anxiety in students can be broadly categorized into 6 sources, namely: (a) personal and interpersonal anxiety, (b) learner beliefs about language learning, (c) instructor beliefs about language teaching, (d) instructor-learner interactions, (e) classroom procedures, and (f) language testing.

a. Personal and interpersonal anxiety

In the majority of studies, personal and interpersonal concerns are likely the most frequently acknowledged and discussed causes of language anxiety. Personal included self-esteem, tolerance of ambiguity, risk taking, competitiveness meanwhile interpersonal factors included social anxiety, existential anxiety. Under this framework, low self-esteem and competitiveness are the two most prominent causes of learner anxiety. When language learners compare themselves to others or to an idealized self-image, competitiveness can result in anxiety. Competition may induce anxiety in language students.

Similarly, Krashen believes that a person's level of self-esteem is strongly associated with their linguistic anxiety when they compare themselves to others or an idealized self-image. Individuals with poor self-esteem are concerned with what others think; they are preoccupied with gaining the approval of others. And I

believe this has a great deal to do with anxiousness. Students who initially have a low self-perception of their proficiency in a foreign or second language are the most likely to develop language anxiety, or any other sort of worry.

b. Learner beliefs about language learning

Learner beliefs regarding language acquisition are a crucial factor in language anxiety. Learner beliefs regarding language acquisition are a crucial factor in language anxiety. In the majority of studies, the term beliefs regarding language learning is used as a known construct without further explanation, however in some studies, the term beliefs is defined by itself. Scholars have long asserted that people have preconceived notions about a variety of subjects, which can influence their comprehension and reactions to new knowledge.

Beliefs can be described as "guiding principles" of people's behavior or as generalizations about cause and effect, and they influence our internal picture of the external world. They help us make sense of the world and determine our thoughts and actions. Some academics believe that certain ideas are advantageous for language learners, while others argue that certain views can have detrimental impacts on language acquisition. Those with positive attitudes and accurate language-related beliefs are more likely to engage in constructive learning behavior than those with negative attitudes and erroneous beliefs.

For example, most beginning students, unless they are highly motivated, will not sound like a native speaker. If they believe that pronunciation is the most important aspect of a language, they will end up frustrated and stressed. The same frustration and anxiety sets in if they believe they should be fluent in two years. In other words, when beliefs and reality clash, anxiety results.

c. Instructor beliefs about language teaching

The instructor's beliefs towards language instruction are an additional source of language anxiety. Brandl cited in Young, unlike their students, most teachers viewed their position in the language class as less of a counselor and friend and opposed to an overly cordial and authoritarian student-teacher interaction.

Instructors who believe their role is to constantly correct students when they make any error, who believe that the teacher should do the majority of the talking and teaching, and who believe their role is more akin to that of a drill sergeant than that of a facilitator may be contributing to learner language anxiety. The social atmosphere that the instructor establishes in the classroom can have profound effects on the students. According to Young, a forceful approach to addressing student faults frequently induces anxiety. In addition, students routinely express fear about replying improperly, making a mistake in front of their peers, and appearing or sounding "stupid." When the instructor corrects the errors of the students is a further point to consider. When the instructor corrects the errors of the students is a further point to consider.

d. Instructor-learner interactions

Some studies suggest that correcting mistakes made by learners, whether small or large, should be considered because many learners feel uncomfortable with how instructors deliver corrections. As an instructor who only listens to or sees the final result of the learner's work, the instructor never knows how hard the learner worked to produce their best. In other words, the choice of vocabulary when delivering corrections is very important because it will unconsciously affect learner beliefs. If the learner's belief has begun to make them feel uncomfortable with the work they are doing wholeheartedly and they are getting corrections that

contain sentences that are less precise, let alone making them embarrassed just because of small mistakes, then we can say that the learner's belief is defective.

Not only the choice of vocabulary but also the situation when giving corrections also needs to be considered. Based on the results of research conducted by Oktaviani et al., students feel embarrassed when they make mistakes and the teacher gives corrections in front of the class or in front of their friends. This certainly makes the relationship between instructors tenuous and makes students unable to enjoy learning languages in a relaxed and fun way. Instead, they feel pressured by the fact that they have to do the task perfectly in order not to get corrected like that again. This is not good for students, as the desire for perfection in their assignments results in a sense of pressure and tension during the learning process.

e. classroom procedures

Classroom procedures are also one of the causes of anxiety felt by students during language learning. One of them is that when speaking, they already know that if it is related to speaking material, then they will definitely be involved in activities that require them to speak, either in groups or individually. For example, when it comes to presentations, just hearing the word presentation will make students feel nervous because they know what will happen next. It causes discomfort or nervousness during the presentation or for a few days before the presentation. Then, the seating arrangement of students can also affect anxiety. Never seat students alphabetically because it will trigger anxiety in students and call students' names randomly in order to answer questions from the teacher; this was mentioned by Daly and quoted from Young.

f. Language testing

Not only the teacher-student connection, the student's belief, or the instructor's belief can induce fear in pupils, but also language testing. Students also suffer anxiety when they devote a significant amount of time to studying the content that is highlighted in class, only to discover that their tests examine alternative material or utilize question forms with which they are unfamiliar. If a teacher takes a communicative approach to language instruction but primarily administers grammar assessments, pupils are likely to not only complain but also experience frustration and worry. In language testing, learner anxiety increases in proportion to the degree of student evaluation and the unfamiliarity and ambiguity of test activities and formats.

3. Effect of the Anxiety

a. Academic

Regarding its academic effects, the literature on language anxiety has produced contradictory findings. Foreign language anxiety denotes the degree of language proficiency at which high levels of foreign language anxiety are associated with low academic performance. According to studies, there is also a negative correlation between foreign language anxiety and academic accomplishment. Student attrition is an additional academic effect. Students with lesser foreign language anxiety have higher academic performance, whereas those with more foreign language anxiety have lower academic performance.

b. Cognitive

Anxiety about a foreign language can act as an emotive filter that prevents information from reaching the cognitive processing system of a learner. The Tobias model (see MacIntyre, 1999) cited by Kayaolu and Salamel contains three phases for input processing. These are the input and output processes, respectively. During

the input phase, certain information is filtered by a mechanism. According to this model, input that is impeded at one stage cannot proceed to the next. Hence, a student who becomes nervous due to rapid input may not be able to digest the information at the desired rate.

c. Social

A significant and visible social effect of foreign language anxiety is that nervous learners converse less frequently than relaxed learners. Since speaking has been identified as one of the most significant sources of anxiety for many language learners, it is only natural that worried language students are less likely to participate in class discussions. Due to the fact that anxious students tend to be reticent, their professors and classmates may generate negative impressions of them, which may have a negative effect on their social ties in the classroom. For instance, a classroom where there is intense competitiveness, where some students anticipate finding others' mistakes to make fun of, or where relations between learner groups are strained is susceptible to anxiety arousal. When in a competition, students constantly compare themselves to those who are superior to them, causing them to lose interest and occasionally abandon or avoid the work.

d. Personal

Unfortunately, foreign language anxiety makes learning a foreign language an unpleasant or even painful experience for many students. Pupils who experience anxiety when studying a foreign language may become miserable, anxious, forgetful, perspiring, etc. A student interviewed by Price (1991) and cited in Han said, "I'd rather be in a prison camp than speak a foreign language." Other participants in her study feared that their classmates would think they were "dumb," "a complete moron," or "a babbling baby" because they struggled to employ simple vocabulary and grammatical

structures in their language classes.

4. Implication of Anxiety in Language Learning

a. Student

Basically, feeling anxiety during learning, especially English, is very uncomfortable. Where students should be able to listen to learning calmly and comfortably, due to the anxiety they feel, all that feeling is lost. Feeling nervous is natural, especially when the midterm or final exam is conducted because the score of the test is very valuable for some students. I'm not saying other students don't care about their scores, but there are also those who are mediocre with their test results.

Then, anxiety not only turns a cozy classroom atmosphere into a gloomy and uninteresting one. However, it causes students to have low self-esteem. They cannot feel how much fun it is to learn English by actively participating in all learning activities. Not only passive in class, the desire to establish relationships with friends who are more reliable in English becomes reluctant and even withdrawn. Anxiety is initially thought to be just ordinary nervousness or to not have a bad impact on the student's learning process. However, the reality is that anxiety cannot be left unchecked; it must be addressed early on if students start to show signs of anxiety during language learning.

From the research results in this paper, there are at least six sources that trigger anxiety in children, and all of them are true. Not only because English is a foreign language, especially for Indonesian students, but also because the beliefs within students must be directed in a positive direction. If students start to have the belief that English is difficult, the worst possibility is that they will never want to learn English while at school.

Next, if you look at it briefly, anxiety only affects how students communicate or are inactive while at school. However, it turns out that if explored further, the

impact that anxiety has on a student is quite large in scope, both academically, cognitively, socially, and even personally. This is why it is better to prevent than to cure, because it will have a serious impact if left unchecked.

b. Teacher

As a teacher in the classroom, the teacher has the authority to pay attention to students during learning. It is indeed a teacher's obligation to further recognize the nature or character of students so that when teaching, teachers are able to adjust to how students understand learning. In other words, teachers must also be able to recognize whether the students they are bombarding their English classes with feel anxiety or not during language learning.

The reason why teachers should recognize whether their students feel nervous during class or not is certainly for the good of the students. As mentioned, the impact of anxiety is quite serious and can turn a cheerful student into a gloomy one. It is important for teachers to understand this so that they can reflect on the learning process. Reflecting on the teaching indirectly helps students reduce their anxiety during language learning.

5. Suggestions

a. Teacher

- 1) Language instructors must recognize that language students experience anxiety and tension. Teachers of foreign languages must discuss worry in the classroom openly and take swift, effective measures to reduce it as much as feasible.
- 2) To achieve educational objectives, teachers should provide an environment in which students can practice speaking in the classroom and engage in group activities in the target language to boost their self-confidence. Group activities will improve student engagement and foster a relaxed learning environment. Hence, increased activity in the

classroom, increased positive interaction amongst students, and a positive attitude on the part of the teacher will aid in reducing anxiety.

- 3) Teacher have a crucial role in making the classroom a more pleasant, welcoming, and cheerful learning environment, as well as a less anxiety-inducing environment. A common response is to create classrooms that are less formal and have a friendlier ambiance. According to the constructivist view of language learning, such classroom settings allow language learners the opportunity to make mistakes without appearing incompetent. In addition, they assist teachers in fostering an environment in which language learners feel confident, accomplished, and at ease, and in avoiding actions that could make pupils feel neglected.
- 4) Teacher with a good sense of humor, who was also nice, relaxed, patient, and had a casual classroom setting with teachers who were approachable, cooperative, and encouraging, and who helped students feel comfortable, and who should be developed so that students feel more comfortable. This could significantly reduce, if not eliminate, the impact of the social and status difference between students and teachers.
- 5) Instructors should undertake more pair work, play more games, and customize their activities to the affective requirements of the learner in order to alleviate the fears that are linked with the processes of the classroom.
- 6) Language teachers are also encouraged to caution pupils against perfectionism and other rooted traditional attitudes and practices, and to convey the notion that learning a language entails working tolerantly and making many mistakes along the way.

- 7) Make an effort to have a conversation with students about the commitments that are reasonable for successful language learning and the value of some language ability, even if it is not fluency. This is because students' beliefs about language learning can be based on limited knowledge and/or experience, and the most effective course of action for the teacher may be to confront students' incorrect beliefs with new information.
- b. Student
 - 1) In order to assist in the further reduction of personal and interpersonal anxiety, students may need to take part in some type of supplemental education or a support group, work with a tutor, become a member of a language club, practice relaxation techniques, and/or engage in self-talk.
 - 2) As students engage in self-talk, they should include the practice of making positive affirmations about themselves in order to alleviate worries that are caused by the learners' beliefs.

E. Conclusions

To sum up, anxiety is a nervous feeling felt by students during the language learning process; in other words, it makes students feel uncomfortable and even depressed during language learning. Feeling anxious is not only for elementary school students; all levels of education can feel anxious. Speaking is the skill that most often triggers anxiety in students, but in fact, each skill can trigger anxiety in students. Not only skills, but there are sources that make anxiety arise during language learning. These sources can come from the students themselves, teachers, or even the classroom environment.

Then, if anxiety has been found in students, it would be better if it is immediately prevented as early as possible because it will have a serious negative impact on them both academically, cognitively, socially, and even personally. The

role of the teacher in the classroom is crucial because the teacher is in control of how the class should run so that students are active and can feel how fun the language learning class is. However, it would be better if all parties, including the school, parents, and students themselves, helped to reduce anxiety for a useful and enjoyable language learning process.

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CHAPTER

13

STUDENTS FRUSTRATION IN ENGLISH LANGUAGE LEARNING

Norlita

A. Introduction

Every person will meet all kinds of frustrations during his or her whole life. These frustrations may arise within the family or school or society. In this chapter, I will discuss the frustration that arises in schools specifically in learning English, in learning, it is not uncommon for students to experience frustration for example when learning English because it is not the main language used in everyday life so many students have difficulties with English Language Learning, with that they can be frustrated in learning English.

In psychology, frustration refers to the attitude response generated when an individual engaged in purposeful activities meets with an obstacle or interference, which leads to the failure of the activity; the person's goal cannot be achieved and requirements cannot be met. Frustration includes some aspects: One is the frustration situation, namely the situation, which causes interference and obstacles during on-purpose activities. What stimulates the situation may be people or subjects or even the natural or social environment. The second is frustration recognition. It is the recognition, awareness, and evaluation when one is in a frustrating situation. The last one is the frustration reaction, which means the anxiety, confusion, anger, and other negative attitudes generated under a frustrating situation, namely frustration (The Encyclopedia of Philosophy, 2010).

The frustration of learning a language. Learning a language can be a very frustrating journey. When you learn a language, there will be many, many times when you will get annoyed with yourself, annoyed with the language, or annoyed because you've forgotten something. Don't think that this is a bad thing, though. It isn't.

A lot of people give up learning a language because they think they're making too many mistakes. However, making mistakes is necessary for effective learning. Whenever you forget a word, or whenever you make a mistake with a concept, and you feel frustrated because you knew it as soon as you were given the correct answer, frustration is good for your brain because it turns it into a memory.

If you forget a word in a foreign language, or you get something wrong, and you're just as clueless when you get the answer as you were before, then this is because you haven't learned it yet.

English is one of the nationalized subjects in our country. Whether they want it or not, whether they like it or not, students have to go through three years of junior high school or high school.

Learning a new language that is not your mother tongue can be frustrating sometimes. Frustration is not always bad; it is a part of the process. You will always have a moment when you feel like you are not making any progress: you still make mistakes, you do not understand what native speakers are talking about, or when you are trying to speak the local language, they answer in English because they know you are a foreigner.

Learning English is still relatively difficult for students, especially among school students. Learning difficulties are based on learning motivation, English language intakes, infrastructure, learning materials, and learning environment.

The difficulty that is often faced by students is in the ability to produce or pronounce. Therefore, to increase interest in learning for students, learning is still designed as well as

possible so that students do not feel bored in participating in learning English.

Mastery of international languages is something that needs to be developed at this time, in order to be able to compete at the international level. Competition at the international level is getting more advanced in science and technology which is supported by mastery of the language of instruction that is good and correct. English is an important international language that can connect people with the world in various aspects including education.

Learning English is a language learning that is classified as difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, writing, and also vocabulary in accordance with English itself, of course, very different from the patterns of Indonesian. Learning English at school has not been able to guarantee the achievement of students' ability to speak English because teachers provide more provision in the form of theory and knowledge of language rather than prioritizing language skills both orally and in writing. (Muliana, 2021)

Language ability is the ability to use language, it can be seen in four aspects of skills, namely listening, speaking, reading, and writing. In general, students still have difficulty conveying ideas, thoughts, questions, and so on in language skills, especially in English.

Maybe this is caused by the low creativity of the teacher in determining the model or technique of teaching speaking and writing skills to students. Phenomena like this are problems that really need to find alternative solutions immediately considering that English is an international language that must be mastered by all people, especially students (Afningsih, 2018).

Frustration is a Natural Part of Learning. Have you ever experienced supreme frustration with learning? The feeling that you're just not getting something; that a concept or technique is just beyond your reach and challengingly so or perhaps just not

coming fast enough?

This state of frustration is a core and natural part of the learning process. However, until you reach learning enlightenment it's bound to be a regular part of being a long-term passionate practitioner of any skill or hobby. So get used to it.

Frustration is a sign of engagement. As a teacher when I see a student who is frustrated at the very least I know that they care about their learning. When someone is defeated, that's a much harder state to work from. There is a lot of energy in frustration, defeat, by contrast, tends to absorb a lot of energy. Better to be angry than numb. (Boorman, 2014)

If you're feeling frustrated in your learning, start by acknowledging and accepting its natural place in the process. Acknowledging that something is part of the process can help you see its eventual end. Frustration like this is temporary. Frustration is anger with an impotent quality. Decide that even if you don't know how you're going to solve your learning challenge, you will solve it. Then go about putting yourself against that challenge as much as you can stomach. Sometimes the only way through a feeling is through it. This is a common mantra of mine for essentially all situations. Perhaps you need a perspective that you have not yet found. Tap your resources and keep tapping them for that piece of wisdom you're missing or the approach that may help lead you to the learning you're looking for. In the end, stick with it. Remember it's better to struggle with anger than suffer defeat.

B. Frustration of Learning A Language

The frustration of learning a language can be a very frustrating journey. However, if you ever find yourself frustrated during a language lesson, fear not; frustration is a good thing!

The frustration experienced by students in learning English presents with depressive symptoms, mental settling, low self-esteem, etc. If this problem can't be solved quickly, it

may have a very disastrous impact on the development of their bodies and minds. Teachers play an important role in the lives of their students; a teacher can be a leader, mentor, and partner to them. In other words, teachers don't just have to know how to prohibit knowledge but also prohibit learning skills, attitudes towards model learning, and guiding students to achieve the values of life. As long as they learn English, some students have faced failure and frustration, which reduced their courage and interest in learning.

Why students are frustrated about learning the English language ? The learners must learn too much vocabulary. There are too many words in English and you don't know which ones to learn first. It is overwhelming and that makes you frustrated about English.

The learners cannot make sentences A lot of students feel that the sentences they make are too short, basic, or repetitive. This means that they don't feel confident when speaking or writing.

The learners cannot understand natives Although they can understand the textbooks, teachers, and other students, they can't understand native speakers or native materials.

There is an extended speech. They can only speak in English for a short amount of time before stopping to think about the next thing that they want to say.

The learners have No one to practice with. They do not have anyone around you that they can practice English in your area. They can use online materials to learn but they cannot practice.

Frustration is a feeling of disappointment, irritation, or annoyance that arises when our expectations or desires are not met. It can be caused by various factors, such as obstacles or challenges that prevent us from achieving our goals, a lack of control or autonomy over a situation, or a sense of injustice or unfairness.

1. Why are students frustrated in learning English?

a. Linguistic factors

Linguistic factors can be seen from the subsystems and the components of language. Linguistic factors can be observed from the various subsystems of language, which include:

- 1) Phonetics and phonology: the study of the sounds used in a language and how they are organized and used.
- 2) Morphology: the study of how words are formed and the structure of words, including affixes and inflections.
- 3) Syntax: the study of how words are organized into phrases and sentences and the rules governing their order and structure.
- 4) Semantics: the study of the meaning of words and how they are related to each other in a language.
- 5) Pragmatics: the study of how language is used in context and the social and cultural factors that affect its use.

The elements of language refer to the basic building blocks of language that are used to convey meaning. These elements include:

- 1) Phonemes: The smallest unit of sound in a language, which can be combined to form words. For example, the English language has about 44 phonemes, such as the sounds /p/, /b/, /t/, /d/, /k/, /g/, /s/, /z/, /f/, /v/, /θ/, /ð/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and /w/.
- 2) Morphemes: The smallest unit of meaning in a language, which can be combined to form words. For example, the word "unhappy" is made up of two morphemes: "un-" meaning "not" and "happy" meaning "feeling or expressing pleasure."

- 3) Words: A unit of language that has a specific meaning and can stand alone or be combined with other words to form phrases and sentences.
- 4) Phrases: A group of words that function as a single unit and convey a specific meaning. For example, "in the morning" or "on the table."
- 5) Clauses: A group of words that contains a subject and a predicate and can function as a sentence or as part of a larger sentence.
- 6) Sentences: A group of words that expresses a complete thought and contains a subject and a predicate. Sentences can be simple or complex, and they can convey various types of information, such as statements, questions, commands, or exclamations.

Together, these elements of language allow us to convey complex ideas and communicate with others in a variety of contexts. Due to linguistic factors, students may feel frustrated when learning English for several reasons. One common cause is the difficulty of the language itself. English has a complex grammar system, many irregular verbs, and a vast vocabulary that can be overwhelming for non-native speakers. English has a complex grammar system with many rules and exceptions, making it challenging for non-native speakers to learn. English grammar can be quite challenging for non-native speakers to learn. English grammar has many rules, exceptions, and irregularities that can make it difficult to master. For example, English has complex verb tenses, sentence structures, and word order, which can be confusing for non-native speakers who are used to different grammatical patterns in their native language. Additionally, English has many idiomatic expressions and phrasal verbs that may not make sense literally, and students must learn their meanings and usage through exposure and practice.

English has many complex verb tenses, sentence structures, and word order rules that can make it challenging for non-native speakers to learn. Here are some examples:

1) Verb tenses

Verb tenses can be the resources of the learners' frustration. English has 12 tenses, including simple present, simple past, present continuous, past continuous, present perfect, past perfect, present perfect continuous, past perfect continuous, future simple, future continuous, future perfect, and future perfect continuous. These tenses have different forms and uses, and non-native speakers may find it challenging to understand and use them correctly.

2) Sentence structures

English has several sentence structures, including subject-verb-object (SVO), subject-verb-complement (SVC), and subject-auxiliary-verb (SAV). In addition, English has many complex sentence structures, such as conditional sentences, passive voice sentences, and relative clauses. Non-native speakers may find it challenging to understand these structures and use them effectively in their writing and speaking.

3) Word order

English word order can be quite rigid in some cases. For example, in a simple affirmative sentence, the subject usually comes before the verb, and the object comes after the verb (e.g., "I eat pizza"). However, in some cases, the word order can change for emphasis or clarity, such as in questions, negative sentences, and conditional sentences. Non-native speakers may find it challenging to understand these word order variations and use them correctly. English grammar has many rules, exceptions, and irregularities that can make it difficult to master.

However, despite these challenges, many resources and techniques are available to help non-native speakers learn English grammar effectively. These include textbooks, online courses, language exchange programs, and immersive language learning experiences. By using these resources and practicing regularly, non-native speakers can develop their English grammar skills and become more confident and fluent in using the language.

Additionally, English has a large vocabulary with many words that have multiple meanings and can be used in different contexts. Furthermore, English has many irregular verbs that don't follow the usual patterns, and students must memorize them individually.

b. Non-linguistic factors

1) Teaching approach and materials

Another factor that can contribute to frustration in learning English is the teaching approach or materials. If students are not engaged or motivated by their English lessons, they may become disinterested or frustrated with the learning process. Similarly, if the materials or activities are too easy or too difficult for the students, they may become bored or overwhelmed.

a) Teaching approach as one of the causes of frustration

Teaching approach can be one of the causes of frustration for several reasons:

- 1) Ineffective teaching methods: If a teacher uses a teaching method that is not suited to the students' learning style, the students may become frustrated and disengaged.
- 2) Lack of clarity: If the teacher does not communicate the material in a clear and concise manner, the students may struggle to

understand the material, which can lead to frustration.

- 3) Lack of engagement: If the teacher does not engage the students in the learning process, the students may become bored and lose interest in the subject matter.
- 4) Lack of feedback: If the teacher does not provide feedback to the students on their progress, they may become frustrated and discouraged.
- 5) Unrealistic expectations: If the teacher sets unrealistic expectations for the students, such as expecting them to learn too much in too little time, the students may become overwhelmed and frustrated.

All of these factors can contribute to frustration among students, and it is important for teachers to be aware of these issues and strive to create a positive learning environment that supports their students' growth and success.

- b) Teaching materials as one of the causes of frustration

Teaching materials can also be one of the causes of frustration for students in several ways:

- 1) Poor quality: If the teaching materials are of poor quality, such as having unclear or low-resolution images, or grammatical errors, it can be difficult for students to understand the material and may cause frustration.
- 2) Lack of relevance: If the teaching materials are not relevant to the subject matter or the students' interests, they may become disengaged and frustrated with the material.
- 3) Inadequate quantity: If there are not enough teaching materials for the students, such as textbooks or handouts, it can be difficult for

them to study and complete assignments, which can lead to frustration.

- 4) Inconsistency: If the teaching materials are inconsistent, such as providing conflicting information, it can be confusing for students and cause frustration.
- 5) Outdated information: If the teaching materials are outdated, it can be difficult for students to relate to the material and may cause frustration.

Overall, the quality, relevance, quantity, consistency, and currency of teaching materials can significantly impact students' understanding and engagement with the subject matter. It is important for teachers to select and create teaching materials that are of high quality, relevant, sufficient, consistent, and up-to-date to minimize frustration among students.

2) Social and cultural barriers

Finally, cultural and social barriers can also lead to frustration in learning English. For example, students may struggle with cultural differences in communication styles or social norms, which can affect their ability to understand and be understood by others. Additionally, they may experience discrimination or prejudice based on their accent or language proficiency, which can be demotivating and frustrating.

Overall, frustration in learning English is a common experience for many students, and it can be caused by various factors. To address this issue, it is essential to create a supportive and engaging learning environment that caters to the students' needs and interests, and that encourages them to develop their language skills at their own pace.

What makes students experience frustration when learning English?

One of the influential is the lack of self-confidence. The large number of new vocabulary and sentence structures that are different from Indonesian, make many students lazy or tend to be embarrassed to take this lesson. This fear then makes them dislike English learning. As a result, students find it difficult to learn English.

There are 3 factors that are the reasons why students do not like English lessons: the first is the teacher factor, the method factor, and the last is the environmental factor.

The teacher also determines students' language skills. The delivery between a patient teacher and a fierce teacher will be different. Students are afraid of killer-type teachers, If the teacher has this, feelings of fear always appear in every student when learning English lessons.

The English learning method also plays an important role in the teaching and learning process. Appropriate learning methods will help students master English.

There are teachers who do not apply English learning methods that are suitable for their students. then students experience a psychological burden. They are afraid of English lessons. English then becomes a scourge that haunts them every time they learn English at school, In addition, the interaction in class also affects the mood of students.

A conducive classroom atmosphere with students who respect each other. Students become afraid of making language mistakes when they are often ridiculed when they make language mistakes. Students feel inferior when they make jokes because they are wrong in speaking English.

There are other examples of reasons why students are frustrated about learning English:

- a) Students who do not understand English well

On this issue, the teacher tries to instill the importance of learning English, both for everyday life and to deal with the times that continue to develop rapidly and become increasingly sophisticated, if we don't learn English then we will be left behind.

- b) Students consider learning English is difficult

When dealing with students with these problems, means that English is not difficult. If students want to study seriously and do exercises or assignments, then they will automatically get used to the questions given, ranging from easy to difficult, and they will naturally understand learning English.

Remember "language is a habit". If we are used to it, then we will feel comfortable when we have to speak English.

- c) Too much vocabulary

There are too many words in the English language and you don't know which one to learn first. It's overwhelming and frustrating for English.

- d) Students have a limited vocabulary

Maybe because of a lack of knowledge and a lack of reading books about English, students find it difficult to understand what the teacher explains and find it difficult to understand learning English. In this case, the teacher must tell students about the importance of reading. So, teachers should be able to encourage and guide students to be diligent in reading.

- e) Can't make sentences

Many students feel that their sentences are too short, basic, or repetitive. This means that they don't feel confident when speaking or writing.

- f) Unable to understand the natives

While you can understand textbooks, teachers, and other students, you can't understand native speakers or native material.

- g) Don't know how to use grammar.

In addition to explaining grammar by providing patterns or forms that will be used in learning English, both past tense, present tense, or future tense, teachers must always get used to asking questions to students. Every time you will start learning English in accordance with the material being taught or the teaching material that has been taught.

- h) Lack of media used

Usually the teacher only explains, orally gives a description of a situation, form, or place. In this case, students can only imagine without seeing directly the form or situation. As a result, it is difficult to understand what the teacher means.

Instead, use the media and show it. Is it in the form of real pictures/objects, so that students see and know directly, and understand what the teacher conveys, especially with the presence of attractive colors.

- i) Extended speech

You can only speak English for a short time before stopping to think about the next thing you want to say.

- j) There's nothing to practice with

You don't have anyone around you who can practice English in your area. You can use online materials to study but you can't practice.

- k) Unsupportive environment

In this case, students are advised to always try to speak English in their closest environment, for example with their classmates, parents, or other

family members. Exercise can be started with small things such as asking about objects in the school environment or at home.

There must be some root cause of the frustration that students experience when learning English. Let me now discuss some of the psychological reasons and the negative effects they have. These factors are the primary principle of which an English teacher should be aware. Let us set aside the intelligence and discuss the non-intelligence factors that caused the learning frustration, especially the forming of learning mechanisms in terms of psychology. (Qin, 2016)

1) Lack of execution

When learning English students have to change the habits of thinking and speaking that were formed when they acquired their native language. Students basically have to develop new modes of thinking during the process of learning English. a tedious and difficult learning process, which may take a long time. This is the time when frustration becomes evident. Students may feel conflicted between the two modes of thinking, mother tongue, and English. What's worse, some may become anxious and frustrated and even lose their sense of self-confidence during such long periods of practice. When they face difficulties and frustrations, they try their best to find shortcuts to learn English well. They even focus on other people's successful experiences. but they cannot make great progress without great effort. but there are also students who have realized the key point to learning English well. but only a few of them learn English with the right method.

m) Lack of motivation

(Atkinson, 1963) proposed that learning motivation = learning target expectation value.

In this formula, the probability of hitting the target is student opinion that can equal self-confidence. In the process of learning English, students inevitably encounter difficulties that accumulated will lead to an increase in frustration. As a result, their self-confidence will decrease, which in turn will increase frustration and motivation will decrease. Students also may have expectations set too high, which reduces the possibility of them being satisfied with their actual performance. However, students did not notice or understand this problem. They do not know that the frustration comes from their unrealistic expectations. They just study pressure on them understanding that they cannot learn English that way.

n) Passive learning attitude

When students enter a higher level school, their opportunity to restart their learning in some subjects. So at first students experience a big loss in learning English. However, because the material becomes more difficult, the sentences become longer and the lexicon becomes more and more variant. This attitude changes. Even worse, some have a weak foundation for learning English. They may perceive memorizing vocabulary words as a heavy burden; As time goes by, many students lose their interest in English. Experienced frustration in learning English forced many of them to give up. Meanwhile, the teacher pays less attention to these students because of their poor test scores. The unfortunate consequence of this psychological constellation is, that these students

develop a passive attitude toward learning English and the students end up not wanting to learn English at all.

o) Deviation from correct learning methods

Another reason is the ineffective and unscientific learning method, which was formed at the beginning of the English learning process. In the beginning, students tended to only use simple memorization of words; they may also focus more on written rather than oral practice.

This learning method may be effective for ensuring high scores initially and is hence considered a very effective way to learn English. However, the content presented by the material will be increasingly complex. Simple vocabulary memorization will be very inadequate when studying English structure, application skills, intercultural communication, and so on. This is the point in English language learning when students need to adjust the learning method. If students do not understand that they are no longer beginners in English and that the level of English is now more complex than students will be frustrated and lose their interest in learning English.

Facing a problem for which they cannot find a solution will also affect the non-academic parts of their life. This is a common phenomenon experienced by students when learning English (Zhao, 1994).

Students are under great psychological pressure. This makes students feel lost when faced with success or failure. The pressure to enter a higher school, a process where the process gets value is the most important determinant as a measure of a student's frustration, causing some students to experience psychological pressure from school and home. Furthermore, focusing on scores will lead to a lack of confidence in learning English, and helplessness in the face of setbacks. by deepening

English language acquisition, vocabulary development, reading, listening, and so on, students will more often encounter learning difficulties and failures, as well as lose self-confidence. so students when learning English with deepening frustration.

They fail to apply their theoretical knowledge in practice, let alone develop their speaking abilities. If this problem cannot be solved in a timely and sequential manner, students face tiered learning barriers, producing frustration, which eventually led to a loss of interest in learning English (Chen, 2002).

Another source of frustration is students' poor comprehensive ability to apply the target language. English is a means of communication, but many students learn not to use it that way. This causes their spoken English to be very poor. They failed to put their theoretical knowledge into practice, let alone develop their speaking skills.

Due to the reasons above, I focus on finding solutions to their frustration in studying English; and I hope that teachers can work on preparing students to be psychologically prepared to learn English when they face frustration and are equipped with resistance to frustration.

C. How to Deal with Frustration in Learning the English Language.

There are various factors that cause student frustration in the process of learning English. I have discussed some of the factors and analyzed the associated negative effects. Based on my analysis, I conclude with several solutions to overcome the frustration and problems the inability of students to deal with it in a positive way.

English is indeed quite complicated if the basic understanding is not good, but if you really understand it, English will feel much easier. The following are the basics of English that you must understand:

1. Tenses or word forms are the most important and basic elements for learning English.
2. Listening is one of the skills or abilities of the English language whose application is to listen to the vocabulary in English sentences. One of the fast ways to learn English is to get used to listening to English words
3. Reading, namely reading several texts or sentences in English, will make students more sensitive to the structure of words that are formed in English so as to obtain a lot of new vocabulary in English.
4. Writing is one of the basics in learning English, writing in English will make you understand your ability to speak English, whether it's from grammar or vocabulary.
5. Speaking is the stage where students after mastering tenses, listening, reading and writing the last thing is speaking. Getting used to speaking in English, you will always be familiar with foreign words that may be difficult for ordinary people to pronounce. Although slowly, if practiced frequently, it will make your speaking skills sound fluent like a native speaker.

According to (Sari&Lestari, 2019) There are several methods to facilitate speaking skills in English:

1. Increase your vocabulary. Before you master English communication and grammar, you must have a vocabulary that is used every day in conversation, at least in conversations with family and friends.
2. Reading aloud, not only develops pronunciation skills but also plays a role in improving listening skills grammar, and vocabulary as well.
3. Getting to know simple English grammar or grammar in English may be difficult for us to master, but we don't really have to bother studying grammar or English grammar in more detail. At least we have a basic understanding of English grammar that will become our capital to develop English skills at a higher level. Example

The simple grammar we can learn is about nouns, verbs, to be, adjectives, adverbs, personal pronouns, and simple tenses, such as simple present tense, continuous tense, past tense future tense, and so on.

4. Reading written English means we like books, written story books, short stories, novels, comics, magazines, newspapers, and other English versions. The habit of reading English text/writing/readings will make us understand and enjoy the story/content/message of the text. In addition, we can find new vocabulary so that our knowledge of English will increase.
5. Conversational English means that language will develop quickly if we use it, we practice it in conversations with other people, it can help us to be confident, it can help us learn from mistakes, it helps us learn from others.
6. Listening to English songs, one of the most effective media to quickly master English is to get used to and like songs in English. We can also sing the song by hearing these songs, we are used to hearing words and sentences in English. The key is liking English songs, listening to them and not feeling embarrassed about singing them.
7. Watching English films Movies are very interesting to watch and we can also use them to learn English. Watching movies, we can learn to recognize the standard and non-standard expressions and sentences that are spoken by the actors and actresses in the film.
8. Enjoying English Before we learn English further, we must learn to enjoy this language first, just like when we like or like something if we have a feeling of joy in our hearts, our enthusiasm for learning English increases. The basic capital for us to make it easier to learn English is the attitude of liking the language itself.

The state of learning English in schools does not lead students toward achieving English proficiency (Syahputra, 2014). Learning English is a language learning which is classified as difficult in schools because it has several abilities

that must be mastered by students such as mastery of vocabulary, pronunciation, writing, and also vocabulary in accordance with English itself, of course very different from the pattern of Indonesian. Learning English at school cannot guarantee the achievement of students' ability to speak English because teachers provide more provision in the form of theory and knowledge of language rather than prioritizing language skills both orally and in writing.

Mastery of English is not enough just to learn from school, but by participating in learning or training outside of school, such as learning services through private classes, and other learning institutions, non-formal education, or community study groups.

The better way to overcome difficulties in learning English is to work as a group. Studies show that studying in groups can support learning. group work makes lessons more enjoyable and reduces stress and frustration that may be felt due to difficult English learning. study group work also does not need to be done in the study room. You can study together in cafes, friends' houses, parks, or even other public facilities. so students don't get bored easily when learning English. Lessons can be made more effective with role-playing games that allow you and your friends to act out real situations. You can also try drinking games or even betting with prizes, anything to make studying fun and to keep everyone motivated.

D. Conclusion

With the rapid development of globalization and the coming of the knowledge era, English learning is becoming increasingly important. At the international level, communication acts as an important role. Therefore, teaching foreign languages, in general, is very important to improve international communication and the development of global relations, in particular English learning, as it is widely used in international communication. Therefore, people all over the world have started to learn English from an early age; so also in

our country. However, it seems that during the school years in our country, most of the students were lacking Experience in English, especially for middle to lower-level society. the result is that they are bound to experience frustration because they are expected and required to acquire mastery of the English language. This frustration may be distracted by non-existent self-confidence or ineffective learning methods, etc. I suggest, for this reason, the teacher should find out the root cause of the problem and try to find a solution to help the student.

E. Implications

The implication of English in Education. There are many benefits to be felt if you master English, one of which is expected to be able to communicate well in English. Here are some reasons why English is important in education:

The learners can Continue Education Abroad. Continuing education to a higher level, especially tertiary institutions abroad, is the dream of many students. However, it should be noted that if you want to continue your education abroad, you must master English well. Where being good at English is the main requirement so that you can be accepted at your dream campus. The reason why you have to master English is that this language will be used as the language of instruction there. Both for the lecture material and the learning process in class in communication. From here it is known that by mastering English, your chances of being accepted at foreign universities are very wide open.

Having good English skills will not hurt. One of the perceived advantages is that by mastering English you can improve your career. This is because many multinational companies will add qualifications that must have good English skills when recruiting new employees. English proficiency qualification will be a requirement for the acceptance of new employees. With their English language skills, it will be easier for employees to communicate or interact with other employees from branch companies in other countries.

There are many insights and experiences that you will get if you master English. As is well known, English is an international language that is widely used in writing articles, journals, books, and even films, although many people also use English. If you master English, it will be easier for you to understand the contents of the journals, books, articles, or magazines you read. In addition, when watching a film, it becomes easy for you to understand what the film is telling and what the content or message is like.

It should be noted that mastering more than one language can actually increase intelligence. This is because mastering more than one language will have a positive impact on brain development. In addition, it can also prevent senile disease. If you get used to learning English and have mastered it, gradually your brain tends to be easier to accept other foreign languages. This means that you can learn other foreign languages, such as Japanese, German, and so on.

The importance of English in further education is that it is easier to understand technology. So far, people who are technologically illiterate have minimal English skills. Even though the majority of today's newest technology, such as laptops, smartphones, televisions, and software to machines are operated in English.

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CHAPTER

14

HOW SELF-ESTEEM AFFECTS STUDENTS IN ELL

Annisa Fakhirah

A. Introduction

Language is a system that comprises the acquisition, development, maintenance, and application of complex communication systems. We cannot dispute that English is a global language that is necessary throughout the world. The highest level in the lexicological hierarchy, English language acquisition, plays an important role in educational institutions and any teaching context.

Learning a second or foreign language is a tough subject to explain since it requires not just knowledge of the language's grammar and vocabulary and grammar of the language being learned, but also an understanding of the context and culture, a new way of thinking, and action must be carefully considered.

Many students confront the challenge of learning a new language when learning English. Low self-esteem is one of the psychological issues that students encounter. In line with Brown (1994) self-esteem, along with anxiety, extroversion-introversion, inhibition, motivation, and learner styles, is one of the well-studied emotional components in language learning. Self-esteem is one of the most factors that contributed to humans.

James (1980) defined self-esteem as the sense of self-worth that arises from repeatedly satisfying expectations for personally valued activities. Based on the definition above, we

may assume that self-esteem is an opinion and belief about how we value and view ourselves. Murk (2006) pointed out that self-esteem is frequently linked to mental health, success in learning and living, as well as the good life. This shows that a person with high self-esteem often feels good and confident in their life.

In their research, Pope et al. (1998) noted that a person with low self-esteem avoids contact with others, rejects themselves, and has no pride in themselves as a person. Family environment, society, and academic accomplishment are all elements that might influence an individual's self-esteem. It denotes that a person with strong self-esteem is self-assured.

Individuals with poor self-esteem frequently exhibit indicators of tension and dissatisfaction. Because students may socialize with one another, the classroom environment can be a factor that raises students' self-esteem. As a result, it assists them in becoming effective and self-assured students.

While it's commonly considered that someone with low self-esteem lacks confidence, learners need the confidence to speak English while learning. According to Amato (2000), self-esteem is an important factor in enabling learners to be motivated by their skills in order to enjoy the learning process and engage in meaningful communication.

B. Materials

According to Burn (1979), self-esteem is an individual's positive or negative attitude toward himself or herself. Rosenberg (1965a) defines self-esteem as one's positive or negative attitude toward oneself, as well as one's overall judgment of one's own ideas and feelings in connection to oneself. He concluded that a person with strong self-esteem is "someone who respects himself and believes he is worthy." Self-esteem has also been defined as how a person feels about themselves or how others think and feel about them.

Based on the definitions given by the expert, self-esteem demonstrates that you accept and trust yourself and have control over your life. You are doing well and have a positive self-image despite your uncertainties and vulnerabilities. You create reasonable objectives and expectations, communicate assertively, and appreciate the feedback.

Several studies, like Arnold (1999), emphasize the importance of impact in the language classroom. Many students find language study to be a stressful process. According to Horwitz et al (1991), the significance of the disparity between the "true" self as known to the language learner and the more limited self that can be presented at any given moment in the foreign language appears to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science. Language studies probably involve self-concept and self-expression to a greater extent than any other discipline of study.

An individual's self-esteem is derived from a multitude of factors. According to Brown (2014), there are three degrees of self-esteem. The first is general or global self-esteem, which is a stable trait inside a person and an assessment of one's value. The second type of self-esteem is situational or specific self-esteem, which refers to one's appraisal of one's abilities in a certain context, such as employment or school; and the third type of self-esteem is task self-esteem, which refers to specific activities in specific settings.

The two models have comparable factual content. The global level in both cases relates to broad self-perception. The middle component implies domain-specific self-evaluation, while the bottom one denotes the most detailed dimension relevant to self-evaluation in real situations.

Arnold (1999) believes that there are several forms of self, including the actual self, the possible self, the ought self, and the ideal self. If an attempt is made to discriminate between various types of self, defining self-esteem becomes a difficult variable since self-esteem as a variable may change based on

which self-function acts as a reference point for the valuation. As a result, the same person might have high, moderate, or low levels of many forms of self-esteem at the same time.

According to Crocker and Park (2003), self-esteem can genuinely lead people to pursue achievement and avoid failure in ways that are not harmful to themselves or others. This remark emphasized the significance of self-esteem in an individual's life in determining one's destiny.

A sad upbringing filled with harsh criticism from parents or other major figures like teachers may be one of the numerous factors contributing to poor self-esteem. Hence, having poor academic achievement in school leads to a lack of confidence. Continuous stressful life issues, such as a failed relationship or money problems. Bad treatment, such as being in an abusive relationship, with a spouse, parent, or caregiver. The persistent medical condition, such as physical impairment, severe disease, or chronic pain. Low self-esteem can also result from mental illnesses including anxiety, disorder, or depression.

People with low self-esteem are frequently very critical of themselves, minimize or overlook their positive traits, and believe they are less than their peers. typically refers to themselves negatively, such as as foolish, overweight, unattractive, or unlovable.

They have constant negative, critical, and self-blaming conversations with themselves (referred to as "self-talk"). Frequently believes that fortune had a significant part in all of their accomplishments and refuses to accept credit for them. blames themselves when something goes wrong rather than considering other factors, such as the behavior of other people or economic forces, over which they have no influence. They typically don't take someone's praises seriously.

How we perceive and respond to the events in our lives has a significant impact on our sense of self-worth. As a result, talking positively to ourselves can help us increase our sense of self. Be encouraging, considerate, and understanding. When you fail, don't be too harsh on yourself. Never compare yourself

to others; rather, acknowledge that every person is unique and that every existence has value in and of itself.

Don't ignore the praises that people give you; instead, be grateful for them. Think positively about yourself every day and acknowledge your unique traits. Instead of worrying about the future, understand that you can't see or control it, and try to keep your mind on the present. Even if it can be easier said than done, take pleasure in each and every move you make along the path.

C. Discussion

Teachers have a crucial role in creating and sustaining healthy learning and growth environments for students. Teachers may assist students who are not confident in themselves or are frightened to make a mistake in developing their confidence. Teachers can also help students who have poor self-esteem by introducing them to professionals in the building who can support them.

Students who have low self-esteem or lack confidence question their potential to achieve, making them unwilling to participate in learning or take acceptable academic growth risks. Self-esteem is frequently established and reinforced by commendable actions and accomplishments, no matter how small.

When self-esteem is low, psychological stability is disrupted, resulting in insecurity, fear, social distance, and other unpleasant conditions. Self-esteem may have a decisive impact on a person's life, for better or worse; when self-esteem is extremely low, psychological care may be required. Nonetheless, while low self-esteem is a non-clinical phenomenon in the context of language acquisition, it can have major implications. Students may avoid taking the necessary risks in order to develop communicative competence in the target language; they may feel highly insecure and even drop out of class.

Students with low self-esteem may say things such as, "I'm stupid," "I can't do this," "I always do everything wrong," "No one likes me," and so on. Students with poor self-esteem may accept responsibility for things that are not their fault or are beyond their control, or they may attempt to regulate the conduct of other children to ease a sense of powerlessness. When faced with hardship, students may give up, avoid risks, disengage from assignments, or turn off their cameras during virtual learning.

With low self-esteem, students may be hesitant to attempt new activities or find it difficult to withstand ordinary levels of frustration. They may also pretend not to care, fool around, or be confrontational to hide their lack of confidence. Students may do well for a while, then drastically underperform. They may be concerned that their achievement was a fluke or that others' expectations have risen unexpectedly.

Teachers' pedagogical perspective should include ways to boost students' self-esteem in the classroom. This can be facilitated by teaching students self-correction and self-monitoring techniques. Providing students the ability to self-teach will help them acquire confidence in their learning.

For students to take chances in their learning and to recover from failure or hardship, they need to feel confident in themselves and the sense that they are competent. When dealing with students that have low self-esteem, teachers can implement these strategies.

1. Where appropriate, provide detailed and genuine positive comments on the effort rather than the outcome. For example, "You made a lot of work on that assignment in just an hour," or "That paragraph's main phrase is incredibly strong." Don't praise too much, too vaguely, or too generically, such as "Great job."
2. Point up specific indicators of development, no regardless of their size. Don't provide generic pep speeches that involve phrases like "You can do it!" on a regular basis.

3. Display students' work in class or phone parents to tell them how happy you are with their efforts. Don't concentrate primarily on substandard behaviors or performance.
4. Directly involve in a dialogue about their interests, and discreetly highlight students' abilities. Don't confront the behavior in public, and don't presume a student is like the other students.
5. Keep equality in mind when it comes to appreciating and offering good comments to all students. Don't keep affirming the same students or comparing their accomplishments.
6. Note that students who transition from the classroom to the VLE (Virtual Learning Environment), or vice versa, may have different outcomes depending on the context. Do not give an evaluation based on previous accomplishments, expectations, or triumphs; the transfer between learning settings affects many students differently.

D. Implication

Nonetheless, even in academic performance, students are affected by their self-esteem in a variety of ways. For instance, self-esteem affects students' attitude, enthusiasm, response to peer pressure, capacity for learning, growth, and creativity, ability to relate to others, ability to make healthy decisions, ability to problem-solving, and capacity to accomplish goals.

A student's social development requires healthy self-esteem, which promotes psychological stability and positive social involvement. Several studies have found a correlation between poor self-esteem and a wide range of psychological problems contributing to academic performance.

Those who are confident in their academic ability will put more effort into academic assignments, whereas those who lack confidence will be less invested in their academics and are more likely to give up.

The unsuccessful language acquisition process is hindered by negative attitudes and feelings. The quantity of verbal input that students can take in depends on how motivated, confident, and unnerved they are. In contrast, anxious, unmotivated, and low self-esteem students have strong filters and are only open to a very limited amount of information.

Findings indicate that language acquisition and student self-esteem are highly positively correlated. Their ability to learn languages increases as their self-esteem rises. Nevertheless, students who lack self-confidence frequently struggle with language comprehension.

E. Conclusion

Self-esteem refers to how much we appreciate ourselves. It is how we assess our worth to the world around us and how valuable we are to others. Self-esteem affects people's trust in others, relationships, and work. Positive self-esteem empowers people to take ownership of their life and learn from their mistakes without fear of being rejected. The high self can be demonstrated by symptoms such as optimism, excellent self-care, non-blaming behavior, and so on.

On the other hand, low self-esteem can manifest via symptoms such as a gloomy outlook on life, fear of being criticized, dread of taking any risk, and so on. A person's life can be significantly impacted by low self-esteem since it can cause insecurity, fear, and social isolation. Students may avoid taking the required risks to build communication competence, feel anxious and drop out of class, be hesitant to try new activities or struggle to tolerate normal levels of frustration. To disguise their lack of confidence, they may also appear not to care, fool about, or be aggressive. If they do well for a period of time, then dramatically underperform, they may be anxious that their success was a fluke or that others' expectations have suddenly risen.

For students to view one another as equals, teachers must keep supportive classroom environments. This attempt is part of building students' self-esteem and ensuring the continuation of a supportive, interactive, and dynamic learning environment. Teachers can implement strategies to address low self-esteem students in the classroom. This includes providing detailed and genuine positive comments on the effort, pointing up specific indicators of development, displaying student work in class, involving in a dialogue about their interests, and keeping equality in mind when it comes to appreciating and offering good comments. Additionally, teachers should note that students who transition from the classroom to the virtual learning environment may have different outcomes depending on the context.

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CHAPTER

15

PRIOR KNOWLEDGE OF STUDENTS IN ENGLISH LANGUAGE LEARNING

Ainayya Salsabil Maulidita

A. Introduction

Indonesia is one of the countries where English is a foreign language that must be learned and mastered by all people, especially students. This is because English is one of the international languages widely used almost all over the world. Of course, learning a new language, especially a foreign language, takes work. Especially if the students are still very unfamiliar or it can be said that they still need to gain more knowledge about the language.

Several factors give students minimal background knowledge, one of which is that the foreign language is not the main subject at school. Moreover, because English is a foreign language, people's sensitivity to English could be more sensitive. Not only sensitivity but the social environment could be more helpful in learning English, not because it is a foreign language but because it is not used to it from an early age and is fixated on the difficulties of English. There needs to be more effort from the environment or the government to help improve English learning. Even nowadays, we often encounter English itself everywhere, such as in restaurants, signs, advertisements on boards, and even in several applications.

According to Alfaki et al. I. (2013), Background Knowledge is what someone already knows about a subject. If students have background knowledge about something they want to learn, it will be easier to do or learn. Especially in learning a new language, language is very complicated to learn

and understand. If students misinterpret a vocabulary from a language that is foreign to them, then this can cause problems with the knowledge possessed by that person. In addition, if someone does not know English at all, then meet someone fluent in English. This can also trigger problems because there will be misunderstandings between each other.

As an example, from the experience that researchers have, researchers often speak several times with cousins and even younger siblings of researchers using mixed languages, namely Indonesian and English. When researchers speak mixed foreign languages, they sometimes seem confused or irritated because they do not understand what the researcher is talking about. Even though the researcher uses vocabulary and sentences that are still fairly simple and very basic, they still need to understand this. This can happen due to their lack of background knowledge of English.

From the several incidents above, having background knowledge is very important. Moreover, if one wants to learn a foreign language, if someone has low background knowledge or no background knowledge, then this can cause some bad effects or trigger problems. Therefore, the role of the teacher, community, or government, even the students themselves, is needed to avoid that incident's recurrence.

B. Objective

There are several objectives with the making of this article: (a) to find out about background knowledge in learning English, (b) to find out how important it is to have background knowledge for learning a new or foreign language, (c) the effect of having low background knowledge for students, (d) the role or effort to increase students' background knowledge.

C. Methodology/ Materials and Methods

1. Materials

This chapter reviews about Background Knowledge Students in English Language Learning, and the chapter consists of:

- a. Background Knowledge of Students in ELL.
 - b. The Importance of Having a Background Knowledge for Students.
 - c. The Effect of Having a Low Background Knowledge on Students.
 - d. The role or the Effort to Increase Background Knowledge.
2. Methods

This article is written based on library research. The authors utilize the qualitative approach supported by descriptive methods. The qualitative data are identified, classified, and discussed/interpreted.

D. Results And Discussion

1. Background Knowledge of Students in ELL.

Background knowledge is initial knowledge possessed by someone about something. According to Linh (2021), background knowledge is everything someone already knows that is accurate and convincing. When someone wants to learn something new, then that person at least already has background knowledge about it. This is very important to help students and make it easier to learn something new, such as a new language or a foreign language, such as English. A student can find background knowledge about English in various places, such as the family environment, society, and even their friendship, before they enter the real world of education, namely school. Interacting with foreigners can be considered a native.

Students must have background knowledge of the language in learning a foreign language such as English. For example, in English, there are four skills that students must know first: Reading, Writing, Listening, and Speaking.

2. The Importance of Having Background Knowledge for Students.

How important is Background Knowledge about English for students in dealing with English as a Foreign Language?
Background knowledge is very important for students in

dealing with English as a Foreign Language. There are several reasons why students need to have background knowledge of English. The first is because English in Indonesia is a foreign language and not a second language. Therefore, it is very important for students in Indonesia who are not native speakers to have background knowledge of the language. In order to help make it easier for students when learning the language. Unlike the case in other countries, for example, in Malaysia, in that country, English is a second language. So, in that country, it is required to master the language. However, English is not prioritized in Indonesia because it is only a foreign language. Then the second is that the government needs to pay more attention. Thus, it makes the surrounding environment or society very indifferent, or it can be said that they do not pay much attention or are interested in the language. That is why it is important for us or students who are not native speakers to instill the habit of knowing or being interested in learning English from an early age. At least know basic things about English, for example, learning the most basic tenses, namely the simple present tense. Alternatively, basic verbs like run, eat, drink, swim, read, etc. In order to make it easier for students to understand the language, if one day they have to be faced with English. In addition, having background knowledge will also have a good impact on students. For example, in the research conducted by Huang et al. regarding listening comprehension, their research stated that students with background knowledge get higher scores or grades compared to students who do not have background knowledge. Having background knowledge is very important because it helps facilitate students in the language learning process.

3. The Effect of Having a Low Background Knowledge on Students.

What happens if students have low Background Knowledge? So, it will appear? Problems with student

abilities/academic. So, it will appear? Problems with student abilities/academics. If students have weak or minimal background knowledge, this will likely trigger the emergence of several errors made by students against their abilities when learning languages, especially English. Why is that? This can happen because students are still carried away from their native language or the student's mother tongue. Where the errors that occur come from the student's target language. According to Mu'in (2019), three errors can occur in students when learning a language: Interference, Code Switching, and Integration. One of these three errors can occur because students experience or have minimal background knowledge, causing errors caused by the target language. These three errors have the same cause, occurring when using two or more languages. So, it can be concluded that this happens because a person is still carried away by their mother tongue.

Students with low or minimal background knowledge will likely experience some effects or problems considered bad or not good for them. Let us take examples of some problems students may often face or experience. First, students may feel insecure about themselves when they see their other friends who are more fluent in English while they could be more fluent. This happens due to the need for students' background knowledge of their speaking skills. Second, there will be fear or anxiety about being bullied by other friends when he accidentally makes a mistake, such as mispronouncing a vocabulary word. Then, his other friends laughed at or even bullied the student. This can also happen due to students' lack of background knowledge of reading skills or students need more knowledge of pronouncing the word properly and correctly. Some of these things will further exacerbate or make the background knowledge possessed by students lower or decrease or even disappear. This can happen because the student is traumatized and feels embarrassed. So, students no longer want to do or try

to increase their background knowledge.

E. Increasing Background Knowledge

Improving learners' background knowledge in English language learning is a shared responsibility among teachers, learners, and government.

1. Teacher's Role each's Role in increasing a Background Knowledge.

Teachers play a critical role in providing instruction, guidance, and support to learners to help them improve their background knowledge in the English language. They can create a positive and engaging learning environment, use effective teaching strategies, and provide relevant materials and resources to enhance learners' language skills. To assist students in increasing their background knowledge, teachers can use the method of building students' background knowledge. Teachers can do various ways to help increase students' background knowledge of reading skills, such as Collaborative Knowledge Building.

First, the teacher sets the context and learning objectives so that students can understand why the topic should be investigated. Then, the teacher and students present the research problem to determine where the question goes. Then, students conduct investigations and ask questions. In this way, students are asked to be more active in expressing their opinions about something through the context determined by the teacher beforehand. In this way, students' background knowledge will increase more quickly.

To assist students in increasing their background knowledge, teachers can use the method of building student's background knowledge. Teachers can do various ways to help increase students' background knowledge of reading skills, e.g. using text. Students are given vocabulary that is foreign to them. Then, the teacher assists students in building their background knowledge. By the way, ask

about the given vocabulary. With this effort, it can achieve the results desired by the teacher. Where students can direct themselves into context well. With the several methods above, it will help increase students' background knowledge, especially in their reading skills.

2. Student's role Teacher's Role in increasing a Background Knowledge

Learners also have a responsibility to actively engage in the learning process, practice regularly, and seek out opportunities to expand their language proficiency. This can involve reading English-language texts, watching English-language videos, participating in conversations and discussions, and seeking feedback from teachers or peers. To increase background knowledge, students also play an important role in this regard. Students can make several efforts to help improve the Background Knowledge they have. First, in reading skills, maybe students can read books or read novels so they can increase their background knowledge about their reading skills, such as vocabulary, and how to pronounce the words they are reading. Second, for writing skills, students can improve it by writing something they like. Examples include writing a diary, or daily activities. Third, to increase background knowledge of speaking skills. Students can practice speaking with friends or family. Or even sing a song that he likes, so students don't feel bored while doing that. The last or the fourth, namely increasing the background knowledge of the listening skills they have. Regarding this, there are many efforts that students can do, including watching movies, listening to music, listening to podcasts, or students can also watch YouTube about lessons at school, of course using English. In fact, in today's sophisticated era, there are many ways that can be done and of course it won't be difficult for students, for example, through the YouTube and Spotify applications, or also if students want more guidance, students can look for or take private lessons or tutoring places that are not

private.

3. Government's Role.

The government also has a role to play in supporting English language learning. This can involve providing funding for language programs, developing policies that promote multilingualism and cultural understanding, and creating opportunities for learners to use English in real-world contexts. Apart from oneself, the role of other people or more precisely the government or society can also help to increase the background knowledge that students have. For example, the government invites the public or students to learn more about things related to English. Apart from that, the government can also familiarize people with using English, at least the basics. Like studying the most basic tenses, namely simple present tense, simple past tense, and simple future tense.

With the efforts made by the three roles above to increase the background knowledge students have about English, this will help make it easier to increase the background knowledge. Ultimately, improving learners' background knowledge in the English language requires collaboration and effort from all stakeholders involved in the learning process.

F. Implications

Acquiring more background knowledge while learning English has a big impact on how well pupils can understand and use the language. The following are some potential effects of knowing more background information when learning English.

Students' reading abilities can also be enhanced by expanding their background knowledge. Students will be better able to comprehend reading and quickly determine the meaning of terms they are unfamiliar with by having a wider knowledge of many worlds and civilizations.

Improving students' background knowledge can also help them do better academically overall. Students will be better able to appreciate other subjects and draw connections between different fields of study if they have a deeper knowledge of numerous themes and situations.

Hence, boosting students' background knowledge while studying English has significant effects on their capacity to grasp and utilize the language more effectively as well as on their overall academic competence.

G. Conclusion

Background Knowledge is something that is very necessary and very important to have when a student is going to learn a foreign language, especially English. In learning English, there are 4 skills that students must know first, namely speaking, listening, reading, and writing. If a student does not have any background knowledge regarding this matter, it will trigger problems and some errors. These errors can come from internal students themselves or from external students, more precisely on the students' ability to speak English.

To avoid the repetition of errors or problems that occur to students, it is necessary to make efforts to assist students in increasing their Background Knowledge. So, in this case, important roles are needed from teachers and also the government to encourage students to improve or build their Background Knowledge. Not only that, the students themselves also play an important role in this matter, because if the student really tries to increase the Background Knowledge they have, then the increase will be easier to achieve and overcome.

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CHAPTER

16

TRANSLATING INDONESIAN CULTURAL SYMBOLS IN THE LASKAR PELANGI NOVEL AND MOVIE INTO ENGLISH

Ghina Aulia Hasanah

A. Introduction

To achieve the result of translating Indonesian literary works into English, the several things are needed. The translator must be fluent in both Indonesian and English. The translator must have a strong command of both languages to be able to accurately convey the meaning, tone, and style of the original text in the translated work. Having a strong command of both languages is essential for a translator to accurately convey the meaning, tone, and style of the original text in the translated work. It is important for the translator to understand the nuances of both languages and be able to translate not just word-for-word, but rather to capture the intended meaning and style of the original text in the translated version. This requires a deep understanding of the language, including its grammar, syntax, and vocabulary, as well as an understanding of the cultural and literary context in which the original work was written. Only with these skills and knowledge can a translator produce a high-quality translation that does justice to the original work.

The translator must have knowledge of the specific literary genre of the work being translated, such as poetry or prose, in order to convey the style and tone of the original work in the translated version. understanding the specific literary genre of the work being translated is crucial for a translator to be able to convey the style and tone of the original work in the translated version. Each literary genre has its own unique

features and characteristics, such as the use of metaphors, imagery, and symbolism in poetry, or the development of character and plot in prose fiction. A translator who is familiar with the conventions and techniques of the genre can better capture the essence of the original work and convey it in the translated version. For example, a translator of poetry should be able to recognize and reproduce the rhyme, meter, and other poetic devices used in the original work, while a translator of fiction should be able to convey the subtleties of character development, dialogue, and plot that are essential to the genre. By understanding the literary genre of the work being translated, the translator can create a translation that is faithful to the original work and resonates with the target audience.

The translator must be skilled in the art of translation, including being able to understand nuances and idiomatic expressions in both languages, and to convey the intended meaning in the most accurate and effective way possible. Being skilled in the art of translation is crucial for a translator to produce a high-quality translation of an Indonesian literary work. This includes having a deep understanding of the nuances and idiomatic expressions in both languages, as well as the ability to convey the intended meaning in the most accurate and effective way possible. Translating literary works requires not only a strong command of the languages involved, but also a keen sense of creativity, sensitivity, and cultural awareness. A skilled translator must be able to capture the author's intended meaning while also preserving the original style and voice of the text. This often requires making difficult choices about how to translate certain words or phrases, and being able to weigh the relative importance of different elements of the text. Additionally, a skilled translator must be able to convey the intended mood, tone, and atmosphere of the original work, and to do so in a way that resonates with the target audience. Overall, a skilled translator must have a combination of language proficiency, cultural knowledge, and creative insight

in order to produce a successful translation of an Indonesian literary work.

The translator must have cultural knowledge; he/she must have a deep understanding of the cultural context of the Indonesian literary work is important in order to ensure that the translated work is accurate and culturally appropriate. Having cultural knowledge is essential for a translator to produce an accurate and culturally appropriate translation of an Indonesian literary work. Cultural knowledge includes an understanding of the social, historical, and political context in which the original work was written, as well as an awareness of cultural values, beliefs, and traditions that may be implicit in the text. A translator who is familiar with the culture and history of the original work can better capture the author's intended meaning and convey it in a way that is culturally appropriate for the target audience. This includes understanding references to cultural symbols, practices, and events, and being able to translate them effectively. Additionally, cultural knowledge can help a translator avoid potential errors or misunderstandings that may arise from differences in cultural contexts. By having a deep understanding of the cultural context of the Indonesian literary work, the translator can produce a translation that is not only accurate but also culturally sensitive and relevant to the target audience.

The translator must be working closely with the author or publisher of the original work can be helpful in clarifying any ambiguities or cultural nuances that may arise during the translation process. Working closely with the author or publisher of the original work can be extremely helpful in clarifying any ambiguities or cultural nuances that may arise during the translation process. The author or publisher can provide valuable insight into the meaning and intent of the original text, as well as offer context and background information that may not be readily apparent to the translator. Additionally, the author or publisher may be able to clarify any

cultural references or idiomatic expressions that may be difficult to translate, or provide guidance on the appropriate tone and style for the translation. Collaborating with the author or publisher can also help ensure that the translation accurately reflects the author's original voice and style. This can be especially important in literary translation, where the translator's goal is to capture not just the literal meaning of the text but also the author's intended tone, mood, and style. Overall, working closely with the author or publisher of the original work can help the translator produce a high-quality translation that is faithful to the original text and resonates with the target audience.

In this modern era, people have gained a lot of interest in all sorts of entertainment. The movie industry is one of the most popular media in terms of giving good quality entertainment. Watching movies has become a very common hobby for a huge part of society (Astuti et al., 2022). Recently, many streaming media services have gained more popularity since they provide customers with websites and tools to assist the movies to reach a lot of people. To support its growth, a lot of movies are made available in overseas countries. The movies are translated into other languages in order to increase their audience's ease in comprehension.

The growth of the film industry has created an impact to the translation world. Due to the high demand of making movies to reach a larger audience, the translation field has created a relatively new area known as Audiovisual Translation or AVT (Martínez, 2019). This particular field focuses on translation of a literary work that is media-oriented. Indonesia is one of the many countries that have been diving into this field of translation, following the huge growth in the local film industry. The progression of Indonesian local movies has created quite an impact in the translation world; especially when the movie manages to successfully reach an international audience. When such thing happens, the role of audiovisual translation is undeniably needed in the industry.

As mentioned by Supardi & Putri, (2018), there are two major techniques in Audiovisual Translation, which are known as dubbing (voiceover) and subtitling (text translation). The dubbing technique involves adding voices to the characters. It has a main aim to match the lip movements of the speaker on the screen with the translation. In a dubbed movie, the audience can watch and comprehend the movie right away. However, the audience could not know what the characters are actually talking about in the original language. The translation could either reduce or add more information, depending on the translator/dubber.

The second technique is subtitling. According to Putri (2017), subtitles can help the audience to learn a foreign language while they are watching the movie. The reason is because the translation of the utterances is written as a text on the movie screen. When the audience watch a movie using this type of audiovisual translation, they can watch the movie in its original language since the translation is displayed on the screen. The translation corresponds with the original utterances that the characters say. Subtitle in a movie can help the audience to comprehend the movie immediately since the subtitle is presented as a text in the bottom of the screen. The message that the movie is trying to convey will be able to be understood right away by the viewers. Therefore, it can be very useful for foreign language learners.

Each language has unique characteristics. The Indonesian and English language differ from one another in terms of those characteristics (Apriyanti et al., 2016). Because of that, the translator of the movie must be able to use the correct translation techniques to make sure that the message can be transferred correctly. Determining the closest language equivalent, such as changing the words or sentences from one language to another, makes translating becomes a rather complicated process (Terayanti, 2023). A translator must be careful and aware of the differences that the two languages

have. In order to do this, the translator certainly must be familiar with a various translation technique.

English is known as the most spoken language in the world (Apriyanti et al, 2016). For that reason, a lot of Indonesian movies are translated into English when it goes international. The Indonesian film adaptation from Andrea Hirata's literary work entitled *Laskar Pelangi* or The Rainbow is one of the local movies that became one of the highest grossing films in Indonesian box office history. It became the recipient of numerous local and international awards. Due to its enormous success, the movie was inevitably made accessible to a wider audience with the help of audiovisual translation.

A language is often referred as a system of cultural symbol (Mu'in, 2019). Because of that, a translator's understanding of the cultures from both languages is obligatory when they are translating a movie that holds a lot of cultural values. Nida (1964) states that more serious mistakes can be made as a result of cultural differences than linguistic ones. As a system of symbol, a person who speaks a certain language utilize words or utterances that are symbolically connected to specific things or occasions in the world (Mu'in, 2019). It is extremely important for translators to be knowledgeable about language as a cultural symbol to ensure that the message from the original language will not be lost in translation. In addition to that, they also need to be equipped with the correct technique.

For this reason, the researcher is interested in conducting a study about the translation techniques that translators use in translating a literary work. In this research, the researcher will analyze the Indonesian-English translation of the *Laskar Pelangi* novel and movie, particularly in terms of translating the cultural symbols. This literary work is chosen because it contains a lot of utterances with many cultural references. The translation of the novel is then compared to the movie translation of the same work, which is the *Laskar Pelangi* or also known as The Rainbow Troops. This study is hoped to be able

to give benefits to those who are interested in the field of literary work translation and give more understanding about the translation techniques that are used in translating the cultural symbols.

The objective of this research is to analyze and compare the translation techniques used in translating Indonesian cultural symbols into English in Andrea Hirata's literary work entitled *Laskar Pelangi* or The Rainbow Troops and the movie adaptation with the same title.

B. Review of Literature

1. Language as Cultural Symbols

Constitutive symbol refers to "symbol of belief towards the God, Creator of Universe, and/or that belief of towards the supernatural power outside human's capacity" (Mu'in, 2019, p. 68). It generally employs symbolic and metaphoric expressions, making it impossible to interpret it based on its literal meanings. An example of a constitutive symbol is the use of language in prayer, which is a symbol of human belief in God or other supernatural forces. God's messages are frequently conveyed in the Scripture through symbolic, metaphorical, and iconic language. If we interpret them according to their literal meanings, it will lead to misunderstandings.

Cognitively, a language can be seen of as a system of symbols and as a way for humans to think in order to create and advance science. As stated by Mu'in (2019), the cognitive symbol helps to allow people to understand the link between the world of values and the world of knowledge. It alludes to a symbol produced by humans to acknowledge and share human understanding of their environment. For example, they invent some words to describe things in their environment. The things did not initially have names or words to describe them. The names or words are largely influenced by their natural surroundings.

Humans are governed and controlled by cultural norms, values, and laws that serve as their daily source of guidance. Human conduct is tightly correlated with values, standards, laws, and other similar concepts. The speech acts serve as representations of these ideals, norms, rules, or laws. Because of that, in addition to representing human belief (religion) and cognitive knowledge, language also represents morality or one's behavioral evaluation. As an evaluative symbol, a language can be thought of as a symbol that is used to express right and improper behaviour, judge politeness and impoliteness, and other similar things (Mu'in, 2019).

Expressive symbols are used to "express emotion, feeling, and mood" (Mu'in, 2019, p. 80). The term "emotion" refers to any conscious experience that is accompanied by vigorous mental activity and a certain level of pleasure or annoyance. Any physical or emotional senses might be referred to as "feelings". On the other hand, "mood" is a more inclusive phrase. This attitude is connected to a number of inputs or inputs rather than a specific experience. The primary component of a language as an expressive symbol is the speaker's, writer's, or creator's intention. A person can express their emotions through their utterances, regardless of the response (Apriyanti et al, 2016).

2. Translation

There are various definitions of translation. In general, translation can be defined as a process of transferring meaning from one language to another. It is when a translator "render" a word or sentence from source language or SL to the target language or TL (Newmark, 1988, p. 5). The translator shall render the intended meaning of the original language into the target language. This definition highlights the importance of the message that the original text is trying to convey and it is the translator's job to maintain that message even after the word or sentence is already transferred into another language.

A definition of translation is also provided by Bell (1991, p. 6). He defines translation as “the replacement of a representation of a text in one language by a representation of an equivalent text in a second language.” According to this definition, a translator must be able to translate a text using the words or sentences that have the same equivalence in the target language. It is a significant thing to consider to make sure that the target reader will be able to comprehend the translation without any confusion. Based on those definitions above, it can be concluded that translation is a process of transferring one language into another without significantly changing its meaning. A translator must be able to transfer the intended message from the original text to avoid any sorts of misunderstanding or ambiguity.

As stated by Němec & Privrelová (2017, p. 8), “the up and coming, mode of audiovisual translation is still neglected to a certain amount.” One of the reasons is because audiovisual translation is not regarded as a proper translation but rather only “a process of explanation, interpretation, and reformulation of ideas than transformation of words” (Newmark, 1988, p. 12). However, changes have happened ever since the growth of the audiovisual industry, which is followed with studies that are specifically dealing with the theory and practice of audiovisual translation

The huge growth of the film industry has caused a big demand for audiovisual translation. According to Martínez (2019, p. 1), Audiovisual Translation, or also known as AVT, is “a discipline that has become more and more necessary throughout history due to globalization, the growing cultural exchange between societies and the vast and ever-growing demand of multimedia materials.” To put it shortly, AVT is one of the fields in translation that deals with translation in terms of audio-video media. It can be in television, cinema, or the internet. Another example is the use of AVT in translating movies.

Due to the film industry that has been rapidly growing for the last few decades, movies have become an essential form of entertainment for the society (Astuti et al., 2022). Subtitling is one method for translating foreign movies into another language. To the people who are already familiar with watching foreign movies, subtitle is not an unusual sight for them. Subtitling is a part of audiovisual translation that develops along with the advancement of technology (Munday, 2018). As stated in Rahmawati & Setiawan (2019), subtitling is one of the main techniques in translating languages from audio visual medias, such as movie, television, YouTube content, and so on. Subtitle comes in the form of a text that the viewer can see at the bottom of the screen.

According to Gottlieb (1994), subtitles are a diagonal translation because they shift the language as well as the means of transmission from spoken to written. Subtitle comes in the form of a text that the viewer can see at the bottom of the screen. Khaq & Basari (2022) stated that subtitle is a textual meaning of the movie's spoken words. From that definition, it can be drawn that subtitle contains meaning. The characters' utterances in the movie are translated and put on the screen as the movie rolls.

3. Translation Techniques

This section discusses the findings of the data. The translation of the movie in the form of English subtitle which contained cultural symbols and the translation of the novel are compared and analyzed. The translation is analyzed using the translation theory proposed by Molina and Albir (2002), in which they explained that there are 18 translation techniques, namely:

a. Adaptation:

To replace a cultural element from the source language with the one from the target language. The translator may use this technique if the cultural aspects in one language has an equivalence in the target language.

b. Amplification:

Also known as addition, the translator may use this technique to add information that does not exist in the source language. This has an intention to clarify or to help to get the message across to the target reader. However, this does not mean that the translator shift or change the true message from the source language.

How does amplification technique of translation operate? The amplification technique of translation is a method that involves using additional information to enhance the quality and accuracy of a translation. It typically involves combining the power of machine translation with the expertise of human translators, in order to produce a more accurate and natural-sounding translation.

The amplification technique usually operates in the following way:

First, the text to be translated is analyzed by a machine translation system. This system generates a preliminary translation that serves as a starting point for the amplification process. Next, the preliminary translation is reviewed and edited by a human translator who is fluent in both the source and target languages. The translator will typically use their expertise to improve the accuracy and clarity of the translation, making sure that it captures the intended meaning of the original text. Finally, the edited translation is fed back into the machine translation system, which uses it to improve its own language models and algorithms. This helps to enhance the accuracy and naturalness of future translations, and can lead to better results over time.

The amplification technique of translation is particularly useful for translating complex, technical or specialized texts, where accuracy and precision are essential. By combining the power of machine translation with the expertise of human translators, this approach

can help to produce translations that are not only accurate but also fluent, natural-sounding and contextually appropriate.

c. Borrowing:

The translator may use this technique when they want to take a word or expression straight from the source language. It can be pure or without changing the word at all, or naturalized to fit the spelling rules that exist in the target language. The technique we are referring to is called “borrowing” or “lexical borrowing.” It involves taking a word or expression from the source language and using it directly in the target language without translation.

This technique is often used when the word or expression has no exact equivalent in the target language or when using a translated term would sound awkward or unnatural. For example, in the translation of Laskar Pelangi into English, we find the Indonesian addressing term “Pamanda Guru” to mean a young male teacher, as no direct English equivalent carries the same connotations. When using borrowing as a translation technique, the translator should ensure that the target audience widely recognizes and understands the borrowed word or expression. If the audience is unfamiliar with the word or expression, providing a translation or explanation may be necessary to ensure comprehension. Additionally, the borrowed word or expression should be used consistently throughout the text to avoid confusion or ambiguity. Thus, the borrowing technique should be supported by a description technique.

- 1) Calque: When a translator translates a foreign word or phrase literally.
- 2) Compensation: In this technique, the translator replaces the element of information on the source language in the target language.

- 3) Description: The translator replaces a term or expression from the source language with a description for the target reader. It may be done because the term from the source language does not exist in the target language.
- 4) Discursive Creation: This technique is used to establish a temporary equivalence that is totally unpredictable when taken out of context.
- 5) Established Equivalent: The translator uses this technique when they want to use a term or expression that has already been recognized as an equivalent in the target language.
- 6) Generalization: The generalization technique is used to translate a more general or neutral term that has already established or well-known in the community of the target language.
- 7) Linguistic Amplification: This technique is often used in consecutive interpreting and dubbing, in which the translator adds linguistic elements from the source language into the target language.
- 8) Linguistic Compression: This technique is often used in simultaneous interpretation and in subtitling, in which the translator tries to unite the linguistic elements that exist in the source language to the target language. This is done to shorten the duration in delivering the message.
- 9) Literal Translation: Literal translation is a technique in which the translator translates a word or expression word for word, maintaining the translated product in the target language at the same level with the source language.
- 10) Modulation: This technique is used when the translator wants to change the point of view of the text, be it lexical or structural.
- 11) Particularization: This technique uses a more concrete term. Opposite to the generalization technique, in

particularization, the general term from the source language is translated to a more particular term in the target language.

- 12)Reduction: This is the opposite of the amplification technique. In the reduction technique, the translator suppresses an information from the source language when it is translated to the target language. To put it simply, the information from the term is reduced. However, it must not change the intended meaning behind the term.
- 13)Substitution: The translator replaces the linguistic elements (such as utterances), for paralinguistic elements (such as intonation or gestures), or vice versa.
- 14)Transposition: This technique changes the grammatical category of the source language when it is translated to the target language. The transposition technique is usually caused by the different grammatical structure between the source language and the target language.
- 15)Variation: The variation technique is used when the translator changes the linguistic or paralinguistic elements that affect aspects of linguistic variation. It is used to introduce or change dialectal indicators for characters when translating for the theatre.

C. Data

Cultural words in *Laskar Pelangi*? *Laskar Pelangi* is a novel by Andrea Hirata that is set in Belitung Island, Indonesia. The novel is rich in cultural references that are unique to the region and may be unfamiliar to non-Indonesian readers. Some of the cultural words and concepts mentioned in *Laskar Pelangi* include.

1. Belitung: Belitung Island is a small island in the Bangka-Belitung province of Indonesia, located off the east coast of Sumatra.

2. Laskar Pelangi: The title of the novel means “The Rainbow Troops” in English. “Laskar” means “troops” or “warriors,” while “*pelangi*” means “rainbow.”
3. Pantun: Pantun is a form of traditional Malay poetry that consists of four-line stanzas. Pantun is often used in Malay culture as a form of entertainment or to convey messages.
4. Kungfu: Kungfu, or Wushu, is a martial art that originated in China. Kungfu is popular in Indonesia and is often featured in movies and television shows.
5. Sate: Sate, or Satay, is a popular Indonesian dish that consists of skewered and grilled meat, often served with a spicy peanut sauce.
6. Islam: Islam is the dominant religion in Indonesia, and plays an important role in Indonesian culture and society.
7. Gotong-royong: Gotong-royong is a term that refers to the Indonesian tradition of communal cooperation or mutual aid. This concept is often used in the novel to describe the community spirit of the people in Belitung.
8. Babel: Babel is an abbreviation for Bangka-Belitung, the province where Belitung Island is located.

There are several Islamic symbols and references in *Laskar Pelangi*, which reflect the importance of Islam in Indonesian society and culture. Here are a few examples:

1. The call to prayer: The adhan, or Islamic call to prayer, is mentioned several times in the novel. It is a reminder to the characters to stop their activities and perform their daily prayers.
2. Ramadan: Ramadan is the month of fasting in the Islamic calendar. In the novel, the characters fast during the month of Ramadan and break their fast at sunset with a communal meal called iftar.
3. The mosque: The mosque is a central part of Islamic culture, and several scenes in the novel take place at the local mosque. The characters pray there, and it serves as a place for community gatherings and events.

4. Islamic education: Islamic education is also a prominent theme in the novel. The characters attend Islamic schools and learn about Islamic traditions and values.
5. The hajj: The hajj is the pilgrimage to Mecca that is required of all Muslims who are able to make the journey. In the novel, the characters discuss their aspirations to one day make the hajj.

Belief and spirituality play an important role in the culture and society of Indonesia, and this is reflected in *Laskar Pelangi*. Here are some examples of belief symbols that appear in the novel:

1. Animism: Animism is the belief that everything in nature has a spirit or soul. In *Laskar Pelangi*, the characters often use animistic language to describe the world around them, such as referring to the wind as a living being or believing that trees have personalities.
2. Ancestors: Ancestor worship is an important part of many Indonesian belief systems. In the novel, the characters show respect and reverence for their ancestors, often visiting their graves and leaving offerings.
3. Folklore: Folklore and mythology are important aspects of Indonesian belief systems, and several references to traditional stories and characters appear in *Laskar Pelangi*.
4. Superstitions: Superstitions and omens are common in Indonesian culture, and they are often used as warnings or to predict future events. In the novel, the characters take note of various superstitions, such as avoiding walking under ladders or feeling uneasy about black cats.
5. Dreams: Dreams are believed to hold special significance in many Indonesian belief systems. In *Laskar Pelangi*, the characters often discuss their dreams and interpret their meanings.

These belief symbols help to create a sense of depth and richness in the culture and society of Indonesia as portrayed in the novel. They reflect the diversity of spiritual beliefs and

practices that exist in the country, and provide insight into the ways in which these beliefs shape the lives and experiences of the characters in *Laskar Pelangi*.

D. Discussion

In this subsection, the findings are discussed using tables and further explanation. The writer tabulates the selected some data of cultural symbols based on Molina and Albir's (2002) translation techniques. Both the novel and movie adaptation of *Laskar Pelangi's* translation of cultural symbols are examined.

1. Constitutive Symbols

As has been stated before, constitutive symbol refers to "symbol of belief towards the God, Creator of Universe, and/or that belief of towards the supernatural power outside human's capacity" (Mu'in, 2019, p. 68). In the *Laskar Pelangi* novel, there are some sentences that contains the language of religion. For example:

SL	.. membimbing kami cara mengambil <i>wudu</i> .
TL	.. showed us the way to cleanse before prayer
Technique	Adaptation

Adaptation is a common technique used in translation when dealing with cultural and linguistic differences between the source text and target text. Adaptation involves modifying certain aspects of the source text to make it more suitable for the target audience or culture. There are various types of adaptation techniques that translators can use, including:

Cultural adaptation: This involves changing cultural references and elements that may not be familiar to the target audience. For example, adapting a joke that relies on a specific cultural reference to one that is more widely understood.

Linguistic adaptation: This involves modifying the language used in the source text to better suit the target audience's language preferences, dialect, or level of

understanding. For instance, translating idiomatic expressions into an equivalent phrase or explanation.

Content adaptation: This involves modifying the content of the source text to ensure that it is appropriate for the target audience. For example, adapting a product description or marketing message to fit the cultural norms of the target audience.

Structural adaptation: This involves modifying the structure of the source text to better suit the target audience's reading habits or preferences. For instance, adapting the length and structure of sentences to fit a specific target language.

In the original novel, the source text "*cara mengambil wudu*" is translated into "*the way to cleanse before prayer.*" "*Wudu*" itself is an Islamic purity ritual that Muslims do before they perform their prayers. In here, the translator used the adaptation technique, in which the translator aimed to reach an equivalence when the source text is translated into the target text. The translator did this because the word "*wudu*" contains a cultural element, hence the most appropriate way to translate it is to look for its equivalence. However, by doing this, the word lost its cultural value even though the intended meaning is delivered. Consideration that should be taken in translating *wudu* could be in the following.

- a. Cultural adaptation: The concept of "*wudu*" is a ritualistic practice in Islamic culture that involves washing certain body parts before performing prayers. Translating this term may require explaining the cultural significance of the practice to the target audience, particularly if the target audience is not familiar with Islamic culture.
- b. Linguistic adaptation: The term "*wudu*" may not have an exact equivalent in the target language. One way to adapt this term is to use a descriptive phrase that conveys the same meaning, such as "ritual ablution" or "ritual washing". This can help the target audience understand

the meaning of the term without using a word that may not be familiar to them.

- c. Content adaptation: Depending on the target audience, it may be necessary to adapt the content of the text to explain the steps involved in performing “*wudu*” and its significance in Islamic culture. This can help the target audience understand the context and importance of the term.
- d. Structural adaptation: The way the concept of “*wudu*” is explained may need to be adapted to suit the reading habits or preferences of the target audience. For example, if the target audience is not used to reading religious texts, the explanation of “*wudu*” may need to be presented in a more accessible and engaging format.

SL	<i>Wudu</i> yang benar, yang tertib urutannya.
TL	Do the cleansing ritual right, in the right order.
Technique	Adaptation

In the *Laskar Pelangi* movie, the word “*wudu*” was also uttered by a character. In the movie, the word “*wudu*” from the source text is translated into the phrase “*the cleansing ritual*” in the target text. Similarly, the translator of the movie also used the adaptation technique. Both of the translation tried to look for the equivalence of the cultural element that is contained in the source language. Although the intended meaning is conveyed in the translated text, the use of language as a constitutive symbol is lost in the translation. “*Wudu*” is a ritual that involves body movement, and translating it as “*cleansing ritual*” gives less context to the target audience. The translation of word/term *wudu* into ‘cleansing ritual’ will decrease the cultural content of *wudu* itself due to ‘cleansing ritual’ does not only happen to ‘*wudu*’. The other religious culture may involve ‘cleansing ritual.’

The term “*wudu*” refers to the Islamic ablution ritual that involves washing specific parts of the body before prayer. While it is true that other religious or cultural practices may also involve some form of “cleansing ritual,” the term “*wudu*” specifically refers to the Islamic practice and carries with it a rich cultural and religious significance for Muslims.

Translating “*wudu*” simply as “cleansing ritual” may indeed strip it of some of its cultural and religious context. However, it is important to note that translation is not a one-to-one process and often involves interpretation and adaptation to the target language and culture.

In the end, it is up to the translator and the intended audience to decide on the most appropriate translation or interpretation of a term like “*wudu*” based on the context and purpose of the communication.

As a constitutive symbol, the language of religion also presents religious messages through religious sayings, where the people who have certain beliefs produce a religious utterance, be it in oral or written form. In the *Laskar Pelangi* novel, there are some sentences that contains a religious utterance. For example:

SL	(...) bibirnya bergumam, “ <i>Subhanallah, subhanallah...</i> ”
TL	Her lips mumbled, “ <i>Subhanallah, subhanallah, Allah is most holy...</i> ”
Technique	Amplification

Amplification technique is also known as addition, the translator may use this technique to add information that does not exist in the source language. This has an intention to clarify or to help to get the message across to the target reader. However, this does not mean that the translator shift or change the true message from the source language. In the novel, “*subhanallah*” is translated using the amplification technique, in which the translator added further information

in the text to clarify it. In the target text, the translator added “Allah is most holy” after the phrase “subhanallah” as a way to add an information about the phrase. This added information does not exist in the source text, and in order to clarify and give context to the target reader about the phrase, the translator used the description technique to add further information. By doing this, the translator does not eliminate the use of language as a constitutive symbol in the target text, but rather helps the reader to comprehend the translation while also knowing the cultural element behind the word. To achieve the readers’ understanding, this translation of *Subhanallah* is needed a description and placed it in footnote or separate page of the book. The suggested description is: “*Subhanallah* is a form of praise and prayer offered to Allah *Subhanahu Wata’ala*.”

SL	Fungsinya hanya untuk menunggu waktu Zuhur (...)
TL	Its purpose was to pass the minutes while we waited for zuhur – midday prayer (...)
Technique	Description

In the novel, “Zuhur” is translated into “zuhur – midday prayer” using the description technique. The translator added the explanation for the term “zuhur” because it is a word that might be unfamiliar for the target reader. In Islam, the Muslim people are obligated to pray five times every day at dawn until nighttime. “Fajr” is prayed at dawn, “zuhur” is prayed at midday, “ashar” is prayed in the afternoon, “maghrib” is prayed at sunset, and “isha” is prayed at night. Muslims are obligated to pray five times a day to help them remember Allah SWT. and worship Him.

The translator described “zuhur” as “midday prayer”, which explains the term correctly. The cultural nuances that the word has is maintained. Another example of the usage of the prayer terms in the novel is:

SL	Suara azan ashar bersahut-sahutan lalu sepi pun mencekam.
TL	When we arrived, the <i>azan</i> was ringing out from the mosques around <i>Zaal Batu</i> .
Technique	Reduction

In the example above, the term “*azan ashar*” is simply translated as “*azan*” without any further description. Using the reduction technique, the translator eliminated the word “*ashar*” and only kept the word “*azan*.” When using the reduction technique, the translator must make sure that no crucial information is gone after the translation. In the example above, the target reader might be unfamiliar with the time setting of the story because the word “*ashar*” is eliminated. In Indonesia, it is pretty common to see the local people use the five prayers as an indication of time. As a country with a majority of Muslim people living in it, the society is accustomed with this way of telling the time. For example, someone can say, “*I will meet you after Zuhur,*” which can be inferred as “*I will meet you in the afternoon*” because “*zuhur*” is one of the five prayers that Muslims do and it is done during midday.

The translator of the *Laskar Pelangi* novel is suggested to consistently use the description technique in translating the cultural terms used in indicating the five prayers. The terms “*fajr*”, “*zuhur*”, “*ashar*”, “*maghrib*”, and “*isha*” can be kept as the way they are so that the target reader will get the cultural value behind it. Giving it a description will help the reader grasp the idea even better. Giving footnotes is one of the ways that the translator can use to add further description about the terms that has cultural references. Footnotes can be employed to assist readers to comprehend the translation better. As an example, the translator can keep the word “*ashar*” as the way it is and add a footnote at the bottom of the page that says “*one of the five prayers in Islam; begins approximately from noon to sunset.*” Not only that it keeps the flow of the text to stay intact, it also gives the

reader more knowledge about the culture contained in the word.

In the *Laskar Pelangi* movie, religious utterances also appear. However, the translator used different techniques in translating the words/phrases. For example:

SL	Syukur <i>alhamdulillah</i> kita ucapkan kepada Allah swt. , karena kehadiran bapak-bapak dan ibu-ibu di sini adalah untuk menyelamatkan pendidikan di SD Islam tertua di tanah Belitong ini.
TL	I am so thankful to Allah Almighty because all of you have come here to save the oldest Islamic Elementary education in Belitong.
Technique	Amplification

In the source text “*Syukur alhamdulillah kita ucapkan kepada Allah swt.*” is translated into “*I am so thankful to Allah Almighty*” in the target text. Unlike the translation of the novel, the translator of the movie used the adaptation technique, which is to replace an information or element from the source language to the similar element in target language. “*Alhamdulillah*” itself is an Arabic phrase that can be translated as “praise be to God” or “thank God”, which is often said by a Muslim to show their gratitude to their God. Although the phrase itself is originally an Arabic phrase, Muslims all over the world use the phrase in order to show their thankfulness to God despite their mother tongue. In the English subtitle of the *Laskar Pelangi* movie, the meaning contained in the phrase “*alhamdulillah*” is not entirely lost, it can be said that the culturally relevant feature from the phrase is gone after the translation. However, *Alhamdulillah* should be maintained as it is like due to it is a kind of prayer that should be expressed in the original language – Arabic.

“*Alhamdulillah*” is an Arabic phrase commonly used by Muslims to express gratitude and praise to Allah, the Islamic God. It is a combination of two Arabic words: “*Alhamd*,” which means “praise” or “thanks,” and “*Lillah*,” which means “to Allah” or “for Allah.” While “Praise the Lord” is often used as a translation for “*Alhamdulillah*” in English, it is important to note that this translation does not fully capture the depth and meaning of the original Arabic phrase. In Islam, Allah is viewed as the only God and the ultimate source of all blessings and goodness. Therefore, when Muslims say “*Alhamdulillah*,” they acknowledge and thank Allah for all the blessings and good things in their life and recognize that it is only through Allah’s mercy and grace that they can experience these things. On the other hand, the phrase “Praise the Lord” can be used to express gratitude to any deity or higher power and does not necessarily convey the Islamic meaning of “*Alhamdulillah*.” In summary, while “Praise the Lord” can be a rough translation of “*Alhamdulillah*” in English, it is important to remember the original Arabic phrase’s specific cultural and religious connotations.

SL	Sekolah dengan dasar budi pekerti demi tegaknya <i>akhlakul karimah</i>; akhlak yang baik.
TL	A school where moral lessons are taught to produce upright citizens.
Technique	Reduction

Another example of the use of language as a constitutive symbol in the movie is when a character said “(...) *demi tegaknya akhlakul karimah; akhlak yang baik.*” In the target language, the text is translated using the reduction technique, in which the translator reduces the information from the source language when it is translated into the target language. In the English subtitle of the movie, the utterance is translated into “*to produce upright citizens.*” The

translator decided to remove the phrase “*akhlakul karimah; akhlak yang baik*” and used “*upright citizens*” in the target text. Although the intended meaning is still somewhat delivered, the culturally significant value contained in the phrase “*akhlakul karimah*” is gone because it is omitted entirely in the target text. The translator reduced the information that was contained in the source language and replaced it with a more general sentence which does not consist any certain cultural nuances.

“*Akhlakul karimah*” is an Arabic phrase commonly used in Islamic teachings to refer to the concept of good character and noble ethics. While it is sometimes translated to English as “upright character” or “good conduct,” it encompasses a broader meaning beyond simply being a law-abiding citizen or having good manners. In Islam, having “*akhlakul karimah*” means exhibiting virtues such as honesty, generosity, kindness, patience, humility, and compassion toward others. However, it also involves avoiding vices such as lying, cheating, arrogance, greed, and selfishness. Therefore, while being an upright citizen can be a part of having good character, “*akhlakul karimah*” encompasses a deeper level of moral excellence and virtuous behavior that goes beyond just following laws and social norms. Therefore, it is an integral part of Islamic teachings and essential for achieving personal and societal well-being.

As a constitutive symbol, language is also used as a symbol of belief towards supernatural power. In the *Laskar Pelangi* novel, there are some examples of the use of language as a symbol of belief towards supernatural power.

SL	Kala bulan purnama mereka menyalakan api dan memuja bulan serta bintang gemintang.
TL	During the full moon, they lit fires and worshiped the moon and the stars above.
Technique	Adaptation

Above is an example of animism; a belief that every living and non-living thing has a spirit. Animism perceives all things as “alive” and carry spiritual essence. Worshiping the moon and stars is one of the examples of animism practice portrayed in the *Laskar Pelangi* novel. “*Memuja bulan serta bintang gemintang*” is translated as “*worshipped the moon and the stars above*” using the adaptation technique. Animism is a belief concerned with human affairs and is trusted to be capable of either helping or harming human interests. “*Memuja bulan*” is translated into “*worshipped the moon*” meanwhile “*bintang gemintang*” is adapted into “*the stars above.*” This is done because the phrase “*bintang gemintang*” does not have a direct equivalent in the target language. “*The stars above*” is then used as the translation using the adaptation technique.

Below is another example of the use of language as a constitutive symbol which represents one’s belief that appears in the *Laskar Pelangi* novel.

SL	Klenik, ilmu gaib, takhayul, paranormal, semuanya sangat dekat dengan pemberhalaan.
TL	Mysticism, paranormal science, superstition, they are all forms of idolatry.
Technique	Calque

The term “*pemberhalaan*” is literally translated into “*idolatry*” using the calque technique by the translator. “*Pemberhalaan*”, or “*idolatry*” in English, is a kind of belief in which someone worship an idol (or idols) in the form of a physical objects or images. An example of this belief is when statues, which are seen as the representation of a god or deity, are worshipped. Using the calque technique to translate “*pemberhalaan*” into “*idolatry*” is appropriate since it is the equivalent and literal meaning of the religious practice.

2. Cognitive Symbols

The cognitive symbol helps to allow people to understand the link between the world of values and the world of knowledge (Mu'in, 2019). Cultural terms or words are often considered cognitive symbols, meaning they function as mental representations that help us understand and communicate about the world around us.

Cultural terms and words are learned through experience and socialization. As we grow up and interact with others in our culture, we learn the meanings and connotations of different words and phrases.

Once we have learned a cultural term or word, it becomes a mental representation or concept in our minds. This concept is connected to other related concepts and experiences, forming a network of knowledge that helps us understand and interpret the world around us.

When we use a cultural term or word, we activate this knowledge network in our minds. We retrieve the mental representation or concept associated with the word and use it to communicate with others and make sense of our experiences. Cultural and social norms also influence cultural terms and words. They reflect a particular culture's values, beliefs, and social structures and can reinforce or challenge these norms.

Overall, cultural terms and words are powerful cognitive symbols that shape how we understand and communicate about the world. They are an essential part of our cultural and linguistic heritage and play an important role in shaping our identities, relationships, and social interactions.

In the *Laskar Pelangi* novel, there are some sentences that contain the use of language as a cognitive symbol. For example:

The word "*bapak*" is commonly used in Indonesian, and it has several meanings depending on the context of the conversation. One of its meanings is "father" or "male

parent.” In addition, it is also commonly used as a term of respect or formal address for an honorable person or an older person, similar to the English term “sir” or “mister.” Finally, it can also be used as a title for a man who holds a position of authority or leadership, such as a president, a CEO, or a teacher.

SL	Mereka adalah seorang bapak tua berwajah sabar, Bapak K.A. Harfan Efendy Noor , sang kepala sekolah dan seorang wanita muda berjilbab, Ibu N.A. Muslimah Hafsari atau Bu Mus .
TL	Here was an old man with a patient face, Bapak K.A. Harfan Efendy Noor , or Pak Harfan – the school principal – and a young woman wearing a jilbab, or headscarf, Ibu N.A. Muslimah Hafsari , or Bu Mus for short.
Technique	Borrowing

This technique is often used when the word or expression has no exact equivalent in the target language or when using a translated term would sound awkward or unnatural. For example, in the translation of *Laskar Pelangi* into English, we find the Indonesian addressing term “*Bapak Guru*,” “*Ibu Guru*,” or “*Pamanda Guru*” to mean a school teacher, as no direct English equivalent carries the same connotations. When using borrowing as a translation technique, the translator should ensure that the target audience widely recognizes and understands the borrowed word or expression. If the audience is unfamiliar with the word or expression, providing a translation or explanation may be necessary to ensure comprehension. Additionally, the borrowed word or expression should be used consistently throughout the text to avoid confusion or ambiguity. Thus, the borrowing technique should be supported by a description technique.

In *Laskar Pelangi*, “*bapak*” and “*ibu*” are Indonesian terms of respect used to address an older man and an older woman, respectively. These terms are often lexically translated as “Mr.” and “Mrs.” or “Sir” and “Madam” in English. “*Bapak K.A. Harfan Efendy Noor*” would be translated as “Mr. K.A. Harfan Efendy Noor”, while “*Ibu N.A. Muslimah Hafhari*” would be translated as “Mrs. N.A. Muslimah Hafhari” or simply “Ms. Muslimah Hafhari”. “*Bu*” is a shortened and more informal version of “*ibu*” and can be translated as “Ms.” or “Mrs.” depending on the context. In the case of “*Bu Mus*”, it would be appropriate to translate it as “Ms. Mus”.

The shortened form “*Bu*” is commonly used as an informal title of respect for women, similar to “Ms.” or “Mrs.” in English. It is often used among peers, colleagues, or acquaintances as a way to show respect without being too formal. In written or printed materials, such as books or newspapers, the terms “*bapak*” and “*ibu*” are often maintained, as they are considered a part of Indonesian culture and language. In Indonesian culture, it is common to use respectful titles such as “*bapak*” and “*ibu*” to address older people or those in positions of authority, such as teachers, parents, or leaders. These titles convey a sense of respect and honor, and are considered polite and appropriate in formal and informal settings. However, in casual conversation or informal writing, it is common to use the shortened forms “*pak*”, “*bu*”, or even “*mas*” (for older men) and “*mbak*” (for younger women) as a way to show familiarity and friendliness.

In the *Laskar Pelangi* novel, “*Bapak*” or “*Pak*” and “*Ibu*” or “*Bu*” are translated using the borrowing technique. This means that the translator borrowed the words from the source language into the target language. In the example above, the translator did not borrow the word from the source language because there is a lack of equivalence in the target language. The translator could have used “*sir*” to

translate “*Bapak/Pak*” or “*miss*” to translate “*Ibu/Bu*”, but the translator did not do it. In here, the translator most likely decided to keep the original term to keep the cultural element alive in the translated text. Borrowing as a translation technique can be used to preserve the cultural color of a translated text.

SL	Anak Pak Cik akan sebangku dengan Lintang.
TL	Pak Cik , your son will share a desk with Lintang.
Technique	Borrowing

Above is another example of the use of language as a cognitive symbol in the novel. “*Pak Cik*” is also known as “*om*” or “*paman*”. It is a term that one can use to address an older man. It can also be used as a respectful way to address an uncle or the brother of a person’s father or mother. Once again, the translator used the same technique in translating the term. In the novel, the term “*Pak Cik*” is borrowed into the target language; which means the word is taken straight away from the source language. The meaning of the word may be unfamiliar for the readers of the target language, but the cultural element of the term is preserved.

In the movie, the terms “*Pak*” and “*Bu*” also appeared in the verbal utterance. For example:

SL	Angka sepuluh menjadi angka penting tidak saja buat dua orang guru luar biasa, Pak Harfan dan Bu Muslimah
TL	10 became a crucial number not only to the two extraordinary teachers, Mr. Harfan and Miss Muslimah .
Technique	Calque

“*Pak Harfan*” is translated into “*Mr. Harfan*” and “*Bu Muslimah*” is translated into “*Miss Muslimah*.” In here, the translator of the movie used the calque technique; in which

the translator literally translates a word or phrase. Calque, or also known as loan translation, is a word-for-word translation. Contrary to the novel translation that tried to keep the cultural element in the story, the movie translation took a different move and translated the cognitive symbol using the calque technique. As a result, the local term "*Pak*" and "*Bu*" from the source language is directly translated into "*Mr.*" and "*Miss*", which eliminates their cognitive symbol.

Calque translation is a technique in which a translator translates a foreign word or phrase by literally translating each word into the target language. This can result in a literal translation that may not accurately convey the intended meaning of the original phrase. The process of calque translation involves identifying the individual words in the source language and finding their corresponding equivalents in the target language. The translator then arranges these translated words in a way that conveys the meaning of the original phrase.

Translating "*Pak*" as "*Mr.*" can potentially decrease its cultural meaning. In Indonesian culture, "*Pak*" is a title of respect used to address an older or more senior man. It conveys a sense of reverence and politeness and is often used to show deference and humility toward the person being addressed. In contrast, "*Mr.*" is a more common title used in English-speaking cultures to address men, and it does not carry the same level of cultural nuance as "*Pak*" does in Indonesian culture. By translating "*Pak*" as "*Mr.*", some of the cultural meaning and significance of the original term may be lost in translation. To preserve the cultural meaning of "*Pak*" in English, a translator might choose to use a different title that conveys a similar sense of respect and reverence. For example, they might use "*Sir*" or "*Mister*" as translations that better convey the cultural connotations of "*Pak*." Alternatively, they might leave "*Pak*" untranslated and include a brief explanation or cultural note for readers unfamiliar with the term.

The borrowing technique is suggested to the translator to maintain “*Pak Harfan*” and “*Bu Muslimah*” in translating the phrases. The translator should not need to translate them into “Mr. Harfan” and “Miss Muslimah.”

SL	Kelas kami kebanjiran, Ko .
TL	Our class was flooded, sir .
Technique	Adaptation

In the movie, “*Ko*” (short for “*koko*”) is translated into “*sir*.” The translator used the adaptation technique, in which the equivalent of the word in the source language is used in the translated text. “*Koko*” is a Chinese honorific that one can use to refer to an older brother or an older man. In the context of the example above, the character is talking to an older man who is a Chinese person, so he used “*Ko*” to refer to him. The translator used the adaptation technique so the audience from the target language can understand the utterance quickly. “*Ko*” is translated into “*sir*”, which the translator probably chose as the term that has the closest meaning to the term in the source language. However, in the end, the translation eliminates the cultural nuances that the actual honorific has. The borrowing technique is suggested to the translator to maintain “*Ko*” in translating the addressing term. The translator should not need to translate them into “*Sir*.”

Another example of language as cognitive symbols is how the society create words in order to characterize things in their environment. The names of the items are heavily influenced by their natural surroundings. In the *Laskar Pelangi* novel, there are some sentences that shows language as a cognitive symbol. For example:

SL	...dan seorang wanita muda berjilbab , Ibu N.A. Muslimah Hafsari atau Bu Mus
TL	...and a young woman wearing a <i>jilbab</i> , or headscarf , Ibu N.A. Muslimah Hafsari, or Bu Mus for short.

Technique	Description
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The translator replaces a term or expression from the source language with a description for the target reader. It may be done because the term from the source language does not exist in the target language. Translation often involves finding equivalent expressions or terms in the target language that convey the same meaning as those in the source language. However, sometimes there are no direct equivalents in the target language, so the translator may use a description or explanation instead. This is especially common when translating technical or specialized terms that are unique to a particular field or industry. The translator's goal is to convey the meaning of the source text as accurately and clearly as possible, while also making sure the translation reads naturally and fluently in the target language.

In the example above, the word “*jilbab*” is kept as the way it is in the target text. However, after the word “*jilbab*”, the translator continued with “*or headscarf*” to help the reader imagine what the word symbolises more easily. In English, headscarf can be considered as an equivalent to the word “*jilbab*”. “*Jilbab*” itself is a piece of clothing that Muslim women use to cover their head. However, in the Indonesian language, there are actually many words that can be used to differentiate types of head scarf other than *jilbab*, namely *hijab* or *kerudung*. The Indonesian people’s knowledge on different types of headscarves makes them create different terms for each kind of headscarf. In the English translation of the *Laskar Pelangi* novel, the translator kept the word “*jilbab*” to keep its cultural element while also describing the equivalent of the word to help the target reader gain its context.

The suggested description is, “*jilbab*” is a type of clothing some Muslim women wear as a form of modest dress.” It is typically a loose-fitting garment that covers the entire body except for the hands, feet, and face. Regarding

its cultural significance, the *jilbab* is often associated with Islamic culture and is viewed as a symbol of religious devotion and modesty. It is also commonly worn in many countries with Muslim-majority populations, such as Indonesia, Malaysia, and Saudi Arabia. However, it is important to note that the cultural descriptions of *jilbab* may vary depending on the specific region and cultural context. For example, the style and color of the *jilbab* may differ between countries, and some Muslim women may choose to wear other forms of modest clothing instead of or in addition to the *jilbab*.

In the Laskar *Pelangi* movie, the name of an item that also shows the use of language as cognitive symbol also uttered. For example:

SL	Hari Senin adalah hari batik .
TL	Monday is <i>batik</i> day.
Technique	Borrowing

The example above shows that the word “*batik*” is kept as the way it is or literally borrowed from the source language. “*Batik*” itself is a traditional Indonesian clothing. The word *batik* is said to come from the phrase “*banyak titik*” or “many dots” because the cloth itself is made by the technique of hand-drawing many dots or lines using hot wax. For Indonesian people, “*batik*” is a pretty common clothing and widely used. However, for the target reader, it may be an unfamiliar term to them. Since the translator used the borrowing technique in translating the utterance, the meaning of the word “*batik*” is not delivered.

The things in our physical environment have names that represents or symbolizes them. For example, in the *Laskar Pelangi* novel, there is a naming of place, which is “*kuil*”.

SL	Mahar dan Flo duduk santai pada cabang rendah <i>filicium</i> seperti para paderi tukang cerita dan sebuah kuil Sikh (...)
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TL	Flo and Mahar sat casually on a low branch of the <i>filicium</i> , like storytelling priests from a Sikh temple (...)
Technique	Calque

“*Kuil Sikh*” is literally translated into “*Sikh temple*” by using the calque technique in the novel translation. “*Kuil*” or a “*temple*” is a place that is used for religious ceremonies, including sacrifice and prayer. Christianity, Hinduism, Buddhism, and Sikhism, are some of the religions that erect temples as a place to do their religious practices. In the novel, the translator used the word “*temple*” as the translation of “*kuil*.” Even though so, “*kuil*” can also literally be translated as “*shrine*”.

Although “*temple*” and “*shrine*” can both mean “*kuil*” in the Indonesian language, the terms actually hold different meanings. A “*shrine*” is often dedicated to a saint or other holy figure. A shrine is a sacred location associated with the life and beliefs of a holy man or a saint in other religions or civilizations as well. On the other hand, a “*temple*” a hallowed location for followers of any particular faith. It is a location that followers of a certain faith recognize as the abode of God. They frequently go to temples in an effort to “have the sight God.” So, by taking the meaning of each word into account, “*temple*” is a more appropriate translation for the word “*kuil*” according to the context.

As a cognitive symbol, words can be used to symbolize cultural contents. For example, in the culture of Islam, the sin of polytheism is often referred with the term “*shirk*” or “*syirik*”. It is strictly prohibited to worship anything or anyone beside Allah SWT., which is the one and only God. In the *Laskar Pelangi* novel, this term is also used.

SL	Syirik adalah larangan tertinggi dalam Islam.
TL	Polytheism is the most serious violation in Islam.

Technique	Adaptation
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In the Indonesian language, the word “*syirik*” and “*sirik*” are pronounced almost similarly. However, it is important to create a distinction between the two terms because they hold different meanings. Although both are considered as sins, they mean differently. The Indonesian dictionary defined “*sirik*” as “*iri hati*” and “*dengki*”, which can be translated into English as “*envy*” or “*jealousy*”. However, in the context of Islamic religion, “*syirik*” is the sinful act of worshiping Gods or deities other than Allah SWT. It is considered as a violation that Muslims are strictly prohibited to do. The term that is used in the example above is “*syirik*” in the context of Islamic religion, which is the sin of worshiping more than one God.

“*Syirik*” is translated into “*polytheism*” in the novel using the adaptation technique. The translator translated the term into its English equivalent. In Islam, “*syirik*” is the act of polytheism or worshiping other gods and divinities alongside Allah SWT. It is considered as a sin that will not be forgiven unless the person repents themselves. It is considered as a grave sin in Islam. When the translator translated “*syirik*” as “*polytheism*” instead of keeping it as what it is, the cultural value vanishes from the word.

Islam is not the only religion that does not practice polytheism. Other religions, such as Christian and Judaism, also prohibit the practice of polytheism because they share the same belief, which is the belief in only one God. Muslims believe that Allah SWT. is the one and only God, the way in Jewish people also believe that there is only one God to worship. Christians do believe in three-part deity—the Father, the Son, and the Holy Spirit—that is also known as the Trinity. However, Christian is still a monotheistic religion since Christians believe that the Trinity itself is interpreted as “one God” or “three equally divine Persons”.

It must also be taken as a consideration that in Islam, the term “*syirik*” carries a negative connotation because it is a sinful act. However, not all religions are like this. One of the examples of a religion that practices polytheism is Hinduism. In Hinduism, the Supreme Being (Brahman) coexists with the other deities, such as the Creator (Brahma), the Sustainer (Vishnu), and the Destroyer (Shiva). This is why translating “*syirik*” merely into “*polytheism*” is not really appropriate for the novel translation because there are still other religions that practice polytheism and worship more than one God or deity and not see it as a sinful act.

SL	Ini perbuatan syirik!
TL	This is sinful!
Technique	Generalization

In the *Laskar Pelangi* movie, the translator used a different technique to translate the term “*syirik*”. In the movie translation, the translator generalized the term into the word “*sinful*”. The cultural value is stripped away completely due to the generalization. “*Syirik*” is an act of worshipping Gods or deities other than Allah SWT., which is considered as a violation and a grave sin. However, merely translating it as a “*sinful*” act is not appropriate to capture the word’s cultural essence. The movie translator is suggested to translate the word as “*polytheism*” as a more specific term that has an equivalent with the word “*syirik*.” In translating verbal utterances into the English subtitle, it is rather impossible to also provide a description for the word. It is because the translation only appears for a short period of time on the movie screen, so it is suggested that the translation has to be brief and easy to comprehend.

Translating “*syirik*” as “*polytheism*” reduces the word’s cultural value because it is a specific cultural item that is used by Muslims. However, for the movie translation, it is acceptable to use the *adaptation* technique and use the word “*polytheism*” as the translation since it has the same

equivalent with the word source language. On the other hand, for the novel translation, it might be better to use the description technique. The translator can add the description in the form of footnotes so that the target audience can read on the bottom of the page in the book.

3. Evaluative Symbols

As an evaluative symbol, language is employed to convey appropriate and inappropriate behavior, determine politeness and impoliteness, and other things that are similar. In the *Laskar Pelangi* novel, there can be found several sentences that show the use of language as an evaluative symbol. For example:

SL	“Silahkan Ananda perkenalkan nama dan alamat rumah...” pinta Bu Mus lembut pada anak Hokian itu
TL	“Please say your name and address,” Bu Mus tenderly told the Hokian child.
Technique	Adaptation

In the example above, the word “Ananda” is used to refer to a child. According to the Indonesian dictionary, the word “Ananda” can be translated as “anak” or “a child.” In the target text, the translator used the sentence “Please say your name” to translate “Silakan Ananda perkenalkan nama”, in which the word “Ananda” is adapted into “your”. The translator used the adaptation technique because the word “Ananda” itself is a cultural word that shows the politeness of the speaker who uttered it and the translator needs to find the equivalent of the word. According to the context, the word “Ananda” can be translated into “your” (or “you”), but the politeness that the word implicated in the source language is lost once it is translated into the target language.

SL	Kami tak pernah sekali pun dengan sengaja menyatakan pembangkangan, kami bahkan memanggil guru kami ibunda guru .
TL	We didn’t address our teacher just with the

	normal respectful term, <i>guru</i> , but with an even higher term, <i>Ibunda Guru</i> .
Technique	Amplification

As an evaluative symbol, language can also be used to show politeness by the use of different honorific devices. From the example above, the honorific device is used to show the difference between calling the teacher “*guru*” and “*Ibunda Guru*”. The term “*Ibunda Guru*” is described to be a higher term which can be used by a speaker to show their amount of respect to the teacher. In here, the translator used the amplification technique, which is a technique to add a certain information that does not exist in the source language into the target language. This is done to clarify further the message that is conveyed in the source text. By using this technique, the translator managed to give the target reader an additional information about the word/phrase without eliminating its cultural nuances.

SL	“Baru sembilan orang Pamanda Guru... ,” ucap Bu Mus bergetar sekali lagi.
TL	“Just nine people, Pamanda Guru, ” Bu Mus uttered shakily once again.
Technique	Borrowing

In the example above, the term “*Pamanda Guru*” is kept as the way it is in the translated text using the borrowing technique. The term “*Pamanda Guru*” itself comes from the word “*pamanda*” and “*guru*”. The addressing term “*Pamanda*” is a combination from “*Paman*” or “uncle” and “-*anda*”. In the Indonesian language, “*anda*” means “you”, and it is a word that one can use as a substitution for “*kau*” or “*kamu*” in a more formal setting. However, in this context, “-*anda*” is used as a suffix which shows a degree of respect. When the speaker says “*Pamanda Guru*”, they are trying to show their respect to the addressee. Since the conversation happened in the school setting, the speaker used the honorific device “*Pamanda Guru*” to address her uncle, since

he is also a teacher. The borrowing technique is used to preserve the cultural reference that the source text has.

SL	“Kemarilah Ayahanda ... berapa empat kali empat?”
TL	“Come here, Father . How much is four times four?”
Technique	Adaptation

From the example above, another honorific term which consists the suffix “-anda” is used. “*Ayahanda*” is a term that comes from the combination of the word “*Ayah*” or “father” and the suffix “-anda”, which is used to emphasize one’s respect. As an evaluative symbol, a language is used to show someone’s politeness or polite character. The way a person speak can be used as a way to judge his/her character. In the story, a well-mannered character can simply be seen by how they address the people who are older than them. In the Asian culture, or Indonesia in particular, respect towards the elders or parents is considered as a key value in showing a person’s morals. Respect can be shown by the terms that they use to address the people who are older than them.

The term “*Ayahanda*” is an honorific device that can be used to refer to one’s father or male parent. In the translation of the *Laskar Pelangi* novel, it is translated simply as “father”. The cultural value is stripped off in the English translation of the novel because the translator used the adaptation technique, in which they try to find the equivalent meaning of the word. Although “*Ayahanda*” can be translated as “Father”, its cultural value is not delivered. The target reader will not know that the character originally addressed his father using a polite term, which also shows his good personality. The translator is suggested to use the borrowing technique in translating “*Ayahanda*” the way they translated “*Ibunda*” and “*Pamanda*” in order to preserve the cultural value of the text.

In the *Laskar Pelangi* movie, the honorific device such as “*Ibunda Guru*” is also used in the verbal utterances. For example:

SL	Ibunda Guru , ayahku telah meninggal.
TL	Miss Teacher , my father has died.
Technique	Adaptation

Unlike in the *Laskar Pelangi* novel, the translator of the movie used the adaptation technique to translate “*Ibunda Guru*.” The translator tries to find the equivalence of the honorific device and finally settled with “*Miss Teacher*.” As a specific cultural item, the term “*Ibunda Guru*” is hard to be translated into the target language since there is no word or phrase that holds the same degree with it in the English language. The term “*Miss Teacher*” is somewhat equivalent with the term “*Ibunda Guru*” from the source language, but the notion that it is a “higher term” that is used to refer to a teacher is lost in translation after it is adapted.

From the examples above, it can be seen that there are several words that used “-anda” as a way to address someone else. The suffix “-anda”, as explained above, is commonly used to accompany a kinship term. For instance, the terms “*Ibunda*”, “*Pamanda*”, and “*Ayahanda*” are used in the story. Each term come from another kinship vocabularies, such as “*Ibu*”, “*Paman*”, and “*Ayah*”. The suffix “-anda” is added behind, which creates a different meaning for the words. The words become a more respectful term, which shows a person’s politeness towards the other speaker. It became “a higher term” which mirrors the characters’ polite behavior when they utter it.

Language is ruled by cultural norms. Next to being a cognitive symbol, it also symbolizes one’s morality. Fishman (1972, p. 244) suggested that language involves “*who speaks what language to whom, when and where.*” From the examples discussed above, the terms “*Ananda*”, “*Ibunda Guru*”, “*Pamanda Guru*”, and “*Ayahanda*”, all used by different

people, to different addressees, and in different settings. Examined by the perspective of language as evaluative symbol, the word "*Ananda*" is used by a teacher to a student, which shows her politeness as a teacher. In the novel, it is simply translated as "your", which eliminates its cultural meaning. However, the equivalent of the word itself is fulfilled since "*Ananda*" can lexically be translated as "you" (or "your", according to the context).

On the other hand, the term "*Ibunda Guru*" in the story is used by the students to refer to their female teacher. "*Ibunda*" itself has an equivalent meaning with "mother" or a female parent. However, in the story, the term "*Ibunda*" is used to address to a teacher since the setting of the story is in a school. The same goes with "*Pamanda Guru*". The kinship term "*Pamanda*" is used by a younger person to refer to an older person; or a niece to their uncle. In accordance to the setting in the story, "*Pamanda Guru*" is used as a term of respect to a male teacher.

Next to that, the term "*Ayahanda*" is a combination from the word "*Ayah*" or "father/male parent", and the suffix "*-anda*". Just like the explanations above, it is a kinship term that is used to show a degree of respect. It is used by a child to refer to their father in a more respectful manner. Seen in the perspective of language as evaluative symbol, when a child refers to his/her father using "*Ayahanda*", it shows their politeness. One can conclude that the child grows to be a well-behaved person according to the way they deliver their speech.

Every term that uses the suffix "*-anda*" reflect politeness. In the story, many kinship vocabularies use the suffix "*-anda*", such as "*Ayahanda*", "*Ibunda*", "*Pamanda*", and "*Ananda*". However, even though they are kinship vocabularies, not all of them are used in a family setting. As has been explained above, the terms "*Ibunda Guru*" and "*Pamanda Guru*" are used to refer to teachers; meanwhile "*Ayahanda*" is used to refer to someone's father. It can be

concluded that the use of the terms depend on who speaks it, to whom, when and where. The addressing terms can be used on multiple settings and different occasions, but one fact remains: it is a term that is used to refer to show one's respectful manner and good character.

As an evaluative symbol, language can be used to show one's polite behavior. When someone says "thank you" as a way to show their gratitude, it also implies their good personality. In the *Laskar Pelangi* novel, there are several sentences that shows a character's good attitude. For example:

SL	Terima kasih Ibunda Guru.
TL	Thank you , <i>Ibunda Guru</i> .
Technique	Calque

From the example above, it can be seen that the translator of the *Laskar Pelangi* novel translated the phrase literally. When a translator translates a word or phrase literally, it means that the translator used the calque technique. The phrase "terima kasih" is said when a person wants to show their gratitude towards someone, which shows a positive communication and the speaker's good attitude. Since it is translated as "thank you", which is a phrase in English that also holds the same literal meaning, the evaluative symbol that the source text has did not vanish after the translation.

The *Laskar Pelangi* movie also appears to have several moments in which the character shows their gratitude and employ the use of language as an evaluative symbol. For example:

SL	sampaikan terima kasih kepada Pak Zulkarnaen, ya.
TL	Give my regards to Mr. Zulkarnaen, alright.
Technique	Adaptation

In the *Laskar Pelangi* movie, the phrase “*terima kasih*” from the source text was translated into “*my regards*” in the target text. The translator used the adaptation technique in translating the utterance. The translator did it to adjust the saying with the context and to make it easier for the target audience to understand the utterance. When you ask someone to “*give my regards*” to another person, it can mean that you wish them well. It is not exactly the same as saying “*terima kasih*” or “*thank you*”, but it also shows one’s good attitude and gratitude towards another person.

4. Expressive Symbols

As expressive symbol, language can be used to show or represent a certain emotion, feeling, or mood. In the *Laskar Pelangi* novel, there are some sentences that employ the use of language as expressive symbols. For example:

SL	Aku lebih takut padanya daripada buaya mana pun.
TL	I was more scared of him than any of crocodile!
Technique	Calque

The example above shows that the translator used the calque technique to translate the source text into the target text. The phrase “*lebih takut*” is translated word-for-word into “*more scared*”, which preserved the actual meaning that the source language tried to convey. In this example, the use of language as expressive symbol is shown in the way the character expresses their emotion, which is fear.

SL	Ketika melewati kuburan, tangan Trapani sedingin es .
TL	When we passed the graveyard, Trapani’s hand was cold as ice .
Technique	Calque

In another example from the *Laskar Pelangi* novel above, the phrase “*sedingin es*” is translated into “*cold as ice*” using the calque technique. The phrase is translated literally by the translator. The word “*cold*” can have several meanings. For instance, as an emotional sense, the meaning of the word could be defined as “someone who lacks affection.” However, in the example taken from the *Laskar Pelangi* novel, the word “*cold*” indicates a person’s physical state. It indicates a feeling that a person physically perceives. The phrase “*sedingin es*” is translated into “*cold as ice*” to describe a person’s low body temperature.

SL	Bagiku Bodenga adalah guru firasat dan semua hal yang berhubungan dengan perasaan gamang, pilu, dan sedih.
TL	For me, he symbolized all things related to the feeling of sadness.
Technique	Generalization

The words “*perasaan gamang, pilu, dan sedih*” is translated into “*the feeling of sadness*” in the *Laskar Pelangi* novel. Those words are some words that can be used to describe the feeling of sadness. In the target text, the translator generalized the words and translated it as “*the feeling of sadness*” to help it easier for the target readers to comprehend. In the Indonesian language, there are many words that can be used to show one’s sadness, such as “*gamang*”, “*pilu*”, “*sedih*”, “*nelangsa*”, “*murung*”, and so on. Each words show a different level of sad emotions and are usually used on different situations. For example, “*sedih*” is a common word to use to describe sadness. “*Murung*” has a lot to do with the change in someone’s facial expression. When someone “*looks sad*”, they are often said to be “*berwajah murung.*”

“*Pilu*” indicates one’s emotional sense. It is something that you could either feel inside your heart or show through your facial expression. For example, a person can say “*hatiku*

merasa pilu” to express what they feel or say “*wajahnya terlihat pilu*” when they want to say that a person looks sad. “*Pilu*” has no direct equivalent in the English language, hence generalizing it as “*a feeling of sadness*” is acceptable. However, it cannot show the actual word’s degree or level of sadness.

SL	Aku tak sanggup menatap wajahnya yang pilu dan kesedihanku yang mengharu biru telah mencurahkan habis air mataku, tak dapat kutahan-tahan sekeras apapun aku berusaha.
TL	I couldn’t bear to see his miserable face, and no matter how hard I tried, my sadness won and emptied my eyes of their tears.
Technique	Reduction

In the *Laskar Pelangi* novel, “*Kesedihanku yang mengharu biru*” is reduced into “*my sadness*” in the translation of the text. In this context, the phrase “*haru biru*” has an equivalent meaning with the English phrase “*feeling blue*”. It is an expression that can be used to express the feeling of intense sadness or gloominess. The translator of the *Laskar Pelangi* novel used the reduction technique and only used “*my sadness*” to translate the source text. The huge sorrow that the character felt is not delivered in the target text due to the reduction. “*Sadness*” itself is a general term that one can use to express their feeling of unhappiness, but it is not enough as an equivalent for “*mengharu biru*” that indicates intense dejection. Since the equivalent of the phrase does not exist in the target language, the translator decided to eliminate its cultural element.

In the *Laskar Pelangi* movie, there are also several utterances that show the use of language as expressive symbols. For example:

SL	Sebaiknya semua ini kita terima dengan hati yang lapang.
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TL	Let's all accept this whole-heartedly .
Technique	Adaptation

The phrase "*hati yang lapang*" is translated into "*whole-heartedly*". In the Indonesian language, "*hati yang lapang*" can also mean the feeling of "*ikhlas*", "*sabar*", or "*lapang dada*." On the other hand, the phrase "*whole-heartedly*" means "to accept something with complete sincerity." It shows one's sincerity with no ounce of misgiving or apprehension. If "*hati yang lapang*" is translated literally, it will become "*an open heart*". Someone is said to be "open-hearted" if they are "loving, kind, or thoughtful." The meaning that the source text is trying to convey will not be delivered if the translator merely used the phrase "*an open heart*."

In translating a literary work, a translator must be able to look for the equivalent of the words/phrases/sentences that the source text has into the target text. According to the context, the most appropriate translation for "*hati yang lapang*" is "*whole-heartedly*" instead of "*an open heart*" because to accept something whole-heartedly fits more into the context. It has the same equivalent with the feeling of "*ikhlas*" and "*sabar*", which are the words commonly used to represent "endurance" and "to deal with your problem calmly."

SL	Muslimah, jangan marah .
TL	Muslimah, don't be angry .
Technique	Calque

In the example above, the word "*marah*" is translated into "*angry*" since the translator used the calque technique in which words or phrases are translated literally. As an emotional sense, "*marah*" can be defined as a something that someone feels when they feel upset or irritated. "*Angry*" is the literal equivalent of the word "*marah*" because the word "*angry*" itself can be used to describe someone who is expressing their feeling of furiousness.

SL	Sejak dia hilang di hutan, ayahnya sangat khawatir .
TL	Ever since she got lost in the woods, her father became worried .
Technique	Reduction

The expression “*sangat khawatir*” is translated into “*worried*” in the target language. In here, the translator of the *Laskar Pelangi* movie used the reduction technique to translate the source text, in which the translator eliminated the word “*sangat*”. The expression “*sangat khawatir*” has an equivalent with “*very worried*” or “*extremely worried*”. It is used to express a huge amount of anxiety that someone has. In the target language, the translator reduced the expression of “*sangat khawatir*” into “*worried*”, which does not really express the same degree of worry as the original verbal utterance.

E. Conclusion

As a system of symbols, a language is used to represent some symbols, namely constitutive symbols, cognitive symbols, evaluative symbols, and expressive symbols. After analyzing all the data, the researcher found that all four cultural symbols are found in both the novel and movie adaptation of *Laskar Pelangi*. In translating cultural symbols, a translator must be familiar of the correct and appropriate technique to use so that a language equivalence can be reached. In analyzing the translation of the cultural symbols, the researcher used Molina and Albir’s (2002) translation theory, in which they proposed 18 translation techniques. After the data has been analyzed, the researcher found that only some of the translation techniques is employed in translating the cultural symbols. Those techniques are adaptation, amplification, borrowing, calque, description, and reduction.

There is a distinction between the translation of the *Laskar Pelangi* novel and the movie adaptation. In the novel translation, the translation tends to try to keep the cultural

elements that the source text consists. For example, the translator would use the amplification technique to add more information about the cultural words that might be unfamiliar to the target reader. The translation also used a lot of borrowing technique, in which the source language borrowed the words or terms that exist in the target language without translating it. Words like “*Bapak*” and “*Ibu*” are not translated to introduce the target reader to the culture of the story. On the other hand, the translation of the *Laskar Pelangi* movie takes a different approach and aims to look for an equivalence between the source language and the target language. As a result, the translation is easier to understand by the target audience. However, the use of language as cultural symbols vanished following the adaptation or reduction of certain words/phrases.

The translators of the *Laskar Pelangi* novel and movie adaptation have different goals with their translation. The translator of the novel tried to preserve the cultural nuances that are contained in the original story. The translator has an aim to influence the target reader to learn more about the local culture which the story is originated from. On the other hand, the translator of the movie tried to find a way to make sure that the verbal utterances from the characters can be understood quickly by the target audience. In the movie, the translation comes in the form of a subtitle, which is words or sentences that the viewers can see on the bottom of the screen as the movie rolls. The translation of the movie has to be quick and brief because there is a limited time for it to appear on the screen. The equivalence between the source language and the target language is reached, but a lot of the cultural elements had to be eliminated in order to make it happen.

Translating Verbal Utterances

One entertaining medium that individuals find fascinating to learn from is movies. This kind of media uses audiovisual translation to help the audience comprehend the movie. One technique used to translate a foreign movie is

subtitling. Subtitles can help the viewers to easily understand what they are watching. However, in subtitling, the translator must pay a very close attention to the verbal utterances that the characters are saying. As stated in Fitriana (2013), translating verbal utterances require extra care. This can become a constraint to the translator if they are not good at synchronizing the words that are being uttered by the characters with the translated texts that are displayed on the screen.

Verbal utterances have several paralinguistic features, such as facial expression, gesture, and posture. A translation has to be able to convey the verbal utterances that are accompanied with those paralinguistic features correctly. Hartono (2014, p. 250) states that “the speech delivered by the speakers must be understood and translated well in order to obtain the equivalent meaning and style that suit the addressee in the target language.” From this point of view, it can be said that a translation must be able to deliver a message from verbal utterances nicely. The translator has to be able to maintain the equivalent meaning and style that the source language contains.

The primary aim of translation is to make the translated product understandable by the target readers. A translator must use several techniques to translate something to make sure that the final product is appropriate for the general audience. Because of that, subtitling a movie cannot be done carelessly (Rahmawati & Setiawan, 2019). If the translation in the subtitle is done carelessly without paying attention to the duration and overall accuracy of the verbal utterances said by the character, the viewers will not be able to comprehend the movie. Some other elements that should be considered by the translators when creating subtitles are punctuation, segmentation, omission guidelines, syntax alteration, the use of taboo or other cultural aspects (Agustina & Joni, 2019)

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EDITORS' CLOSING STATEMENTS: English Language Learning

A. Introduction

Many second and foreign language (L2) educators are envious that an activity like digital gaming has the power to engage and teach. They rightly ask themselves whether they might harness some of that capacity for teaching language. However, many students need help with English language learning; they have linguistic, psycholinguistic, and cognitive problems.

Learning is the process of acquiring new knowledge, skills, behaviors, or attitudes through study, experience, or instruction (Brown, H. D., 2001). It involves acquiring and modifying information and behavior through observation, practice, and feedback. Learning can take many forms, such as formal education, informal experiences, training programs, and personal development. It can also occur consciously or unconsciously, intentionally or unintentionally, and can be influenced by various factors, including motivation, attention, memory, and feedback. Learning is fundamental for human development, growth, and adaptation to changing environments. It enables individuals to acquire new skills and knowledge, expand their understanding of the world, and enhance their ability to solve problems, make decisions, and achieve their goals.

Language learning is the process of acquiring the ability to communicate in a new language. This involves learning the rules, vocabulary, and structure of the language and developing the ability to use it effectively in various social contexts. Language learning can take many different forms, including formal instruction in a classroom, informal practice with native speakers, immersion in a foreign country, or self-study using language learning materials such as textbooks, software, or online courses. The process of language learning can be challenging, but it can also be highly rewarding. It allows individuals to connect with new cultures and communities,

expand their career opportunities, and develop cognitive and communication skills. Language learning can also enhance social and personal relationships, facilitate travel and cultural experiences, and provide a deeper understanding and appreciation of different ways of thinking and living.

B. English Language Learning (ELL)

English language learning (ELL) is the process of acquiring the ability to communicate effectively in English, whether as a second, foreign, or additional language. English is a widely spoken language used as a lingua franca in many different countries and contexts, making it an important language to learn for communication, business, education, and travel purposes. English language learning can take many forms, including formal instruction in schools, language schools, or universities, informal practice with native speakers, immersion in an English-speaking country, or self-study using language learning materials such as textbooks, software, or online courses. English language learning can involve learning the basics of English grammar, vocabulary, and pronunciation, as well as developing listening, speaking, reading, and writing skills. It also involves developing cultural awareness and intercultural communication skills, as English is spoken worldwide in many different countries and cultures.

English language learning is an important skill to acquire in today's globalized world. It can provide opportunities for personal and professional growth and help individuals connect with people from different cultures and backgrounds.

There are several approaches to learning. *The first approach is behavioral*, namely, a learning approach that focuses on experimental studies of learning, accepts observable performance as the only valid evidence for learning and motivates students primarily through the provision of rewards or punishments given according to a carefully planned reinforcement schedule. -heart.

The second approach is the cognitive approach, using operational constructs to describe knowledge representations, memory structures, and mental processes. This approach promotes learning by manipulating knowledge representations, providing coding strategies, and setting practice schedules to facilitate associating new information with existing knowledge structures.

A third approach is a constructive approach, namely a learning approach that emphasizes the uniqueness of individual mental models and the need for students to build their knowledge structures. Constructive learning theory promotes learning primarily through discovery.

The fourth approach is the humanist approach, which is based on the observation that humans act deliberately and are guided by values. Learning is promoted by understanding the person's motives and goals. *The last approach* is the social approach, which is a learning approach that emphasizes that "people learn from one another through observation, imitation, and modeling" (Weibell, Christian J., 2011).

English language learning is closely related to English language teaching. This means that, in some cases, language learning becomes an integral part of language teaching. English Language Teaching English teaching in Indonesia has gone on for a very long time. English has been taught in Indonesia since the proclamation of Indonesia as a first foreign language. It has been taught at first-year junior high schools up to third-year senior high schools and at the university for several semesters. Even nowadays, English is taught at elementary schools as the local content subject.

All of us may have known that various efforts to improve approaches, methods, and techniques have been made. The English Teaching Curriculum has been changed or upgraded from time to time. Many writers have written the various publishers publish numerous supporting books and textbooks. Now, we can ask ourselves: "How is the result of English teaching in our schools?" or "Does it make our school students

have good competence and performance in language use?" Our practical experience shows that many students fail in their English learning and regard the language as difficult to learn.

Starting from the assumption, the students are only motivated to learn English once they have a good mastery of the language. Therefore, they need to be more active in attending the English subject. As a consequence, their learning achievement could be more satisfactory. Who is wrong in our English teaching, students, teachers, or others? Of course, we will not find "who is wrong and what is wrong" in the failure of our English teaching.

Because when we want to evaluate an educational undertaking, many factors or variables must be considered. In English teaching, there are teacher, learner, and socio-cultural factors. Linguistics is essential for language teaching because linguistics and language teaching can be likened to the relationship between knowledge about the engine and the skill of driving a car. It will be better for the driver to be supported with some knowledge about the vehicle or the engine so that he can drive it well and know how to overcome some engine trouble in case he has to face it. In the same way, it will be better if a language teacher has some knowledge about, for instance, the characteristics of the language in general and the specific language he is teaching in particular. In this relation, he should know how language works and express meaning and what structures are used in his teaching language. He should get familiar, for instance, with the theory about the general mechanism of producing speech sounds so that he can tackle any pronunciation problem his students may encounter.

By studying linguistics, he will have more in-depth insights into the nature of language and act accordingly in teaching the language. For instance, when he agrees that the use of language is a matter of habits and practice, in explaining it to his students, he must implant the habit of using it for communication until it becomes deeply established.

C. Language Skills and Learning Language Skills

1. Language skills

When we learn a language, we need four skills for complete communication. For example, when we learn our native language, we usually learn to listen first, speak, read, and write. These are called the four "language skills." The four language skills are: listening, speaking, reading, and writing.

a. Listening:

This skill involves understanding spoken language and comprehending what is being said. It is an essential skill for communication and is important in various settings, such as in a classroom, workplace, or social environment.

Listening, one of the language communication tools is widely used in daily human life. In addition, teaching students many listening activities is a good way to increase their vocabulary. On the other hand, it also helps students improve their listening comprehension. For example, people know that the environment is the biggest difference between learning a mother tongue and a foreign language. For foreign languages, we can find only in proper places and classes. Practicing and practicing oral reading is not a daily job. Practice is important. Only through that practice can students improve their listening comprehension.

b. Speaking

This skill involves expressing oneself orally, clearly, and effectively. In addition, it involves the pronunciation of words and the ability to use appropriate vocabulary and grammar in a given situation.

Interactive speech situations include face-to-face conversations and telephone calls, where we take turns listening and speaking and can ask the other party for clarifications, repetitions, or slower speech. Some speech situations are semi-interactive, such as when delivering a

speech to a live audience, where the convention is for the audience not to interrupt the speech. However, the speaker can look at the audience and judge whether they understand by their facial expressions and body language.

Some speech situations may need to be more interactive, such as when recording a speech for a radio broadcast. Talking is often associated with listening. For example, two-way communication makes up for the need for communicative skills in traditional learning. Two-way communication means communication between teachers and students in schools. This relationship is related to communicative activity between two people. It can create a new environment for speaking a language. Two-way communication can extend dialogue indefinitely. Here are the advantages. Meanwhile, if the speaker wants the right response, he needs to think hard, memorable sentences he makes through thinking, sometimes with the teacher's instructions. They can speak freely and express themselves as best they can.

c. Reading

This skill involves the ability to understand written language and interpret written information. It is an important skill for academic and professional settings, allowing individuals to gather information and communicate effectively.

Reading is an important way of acquiring information in language learning and is a key skill for a language learner. Today's exams include a lot of reading practice. However, all this must be read within a limited time. So students are asked to read it correctly and at a certain speed. For example, a person reads word by word. A person reads by pointing to a word with his finger or shaking his head. These are all bad habits. They should read phrase by phrase. Do not blink our eyes too often or shake our heads. Just move our eyeballs.

Enough. If they want to receive more verbal information, there must be a suitable distance between their eyes and the reading material.

d. Writing

This skill involves expressing oneself in writing using appropriate grammar, vocabulary, and structure. It is important in various settings, including academic, professional, and personal communication.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements, and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure and complements the other language skills. A sentence is the base of an article. So he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and use the language freely.

2. Learning language skills

a. Learning the listening skill

Listening is the act of paying attention to, interpreting, and making sense of spoken or written language. It is a vital communication skill that enables individuals to gather information, learn new things, and build relationships with others. Effective listening involves actively focusing on the speaker's words, paying attention to nonverbal cues, asking questions to clarify information, and responding appropriately to the message.

Listening is a complex process that involves several stages, including hearing the message, paying attention, understanding the message, evaluating the message, and responding appropriately. It is a skill that can be developed and improved with practice.

Good listening skills are important in both personal and professional contexts. They are essential for building relationships, resolving conflicts, and conveying information. In academic and professional contexts, listening skills are often assessed and valued, and individuals who listen effectively are often seen as more competent and trustworthy.

Listening is an important skill to learn and practice in the classroom. Listening skills can definitely be developed using English as a medium of instruction. English language instruction provides an excellent opportunity for individuals to practice and improve their listening skills. When teachers use full English to generate the learning and teaching process, they provide learners ample opportunities to practice and improve their listening skills. By listening to the teacher speak in English, learners are exposed to natural and varied language use, which can help them to understand spoken English better and develop their listening skills.

Furthermore, when teachers use English as the medium of instruction, it helps learners immerse themselves in the language and become more comfortable with using English in various contexts. This can also help learners to develop their confidence in listening and communicating in English.

However, teachers need to provide support for learners who may be struggling to keep up with the pace of the lesson or who may be having difficulty understanding certain aspects of the language. This can be done by providing scaffolding, such as pre-teaching vocabulary, or opportunities for learners to work in pairs or small groups to practice listening and speaking.

Overall, using full English as the medium of instruction can be an effective way to train learners to listen, as it provides ample opportunities for practice and exposure to the language.

Principally, listening skills can be trained through some strategies. The following are the strategies that can help develop listening skills in an English language classroom:

Active listening: One of the most important aspects of learning listening skills is being active. This means paying attention to the speaker's words, asking questions, and seeking clarification when necessary. Active listening is a communication technique that fully focuses on and engages with the person speaking. It involves more than just hearing the words being spoken; it requires paying attention to the speaker's body language, tone of voice, and the overall context of the conversation.

Active listening involves providing feedback to the speaker, showing that we truly listen, and trying to understand their perspective. This may include asking clarifying questions, summarizing the speaker's words, or providing verbal cues such as "uh-huh" or "yes" to indicate that you are following along.

Overall, active listening helps to create a sense of connection and trust between the speaker and the listener and can lead to more effective communication and problem-solving.

Provide engaging and relevant listening material: Provide listening material that is engaging and relevant to the learners' interests, such as news broadcasts, podcasts, or videos on topics that they find interesting. Here are some examples of listening materials that can be engaging and relevant to learners' interests:

1) Podcasts:

"Serial" is a true crime podcast that investigates a different case each season.

"TED Talks" - a series of talks on a wide range of topics, from science to art to business.

"Stuff You Should Know" - a podcast that explores

various topics and answers interesting questions.

"Radiolab" - a podcast that investigates scientific and philosophical questions through storytelling.

2) News Broadcasts:

BBC News - a reliable source of international news that covers a range of topics.

NPR News - a public radio network that covers national and international news.

Al Jazeera English is a global news network covering news and events worldwide.

3) Videos:

TED Talks - a series of talks on a wide range of topics, from science to art to business.

Crash Course - a YouTube channel that provides educational videos on various topics, such as history, science, and literature.

Vox - a YouTube channel that creates videos on politics, culture, and technology.

Kurzgesagt – In a Nutshell - a YouTube channel that creates videos that explain complex scientific concepts in an easy-to-understand way.

Providing clear instructions

The teachers may provide clear and concise instructions that are easy to understand. This helps students to know what they are expected to do and reduces confusion.

There are some strategies for providing clear and concise instructions that are easy to understand.

The teachers may use simple language and avoid using complex or technical language that learners may need to be more familiar with. Instead, they use simple, everyday language that is easy to understand.

The teachers may provide specific instructions. Providing specific instructions for what the learners are expected to

do. They use action verbs to indicate what learners should do, such as "listen to," "answer," or "repeat." When teachers provide specific instructions for learners, they typically use action verbs to indicate what they are expected to do. These action verbs can be used to communicate various tasks or activities that the learners may be asked to perform, such as listening to a lecture or audio recording, answering questions based on the material presented, or repeating key information or phrases. By using clear and specific action verbs, teachers can help learners better understand what is expected of them and more effectively engage with the presented material.

The teachers may break the task down. If the task involves multiple steps, break it down into smaller, manageable steps. This can help learners to understand the task and feel less overwhelmed. Breaking down a task into smaller, manageable steps is an effective teaching strategy that can help learners to understand the task better and feel less overwhelmed. When a task involves multiple steps, it can be difficult for learners to know where to begin or how to proceed. By breaking the task down into smaller steps, teachers can provide learners with a clear roadmap for completing the task, which helps reduce confusion and frustration. Breaking down a task into smaller steps makes it easier for learners to monitor their progress and identify areas where they may need additional support or guidance. Additionally, when learners can complete each step of a task successfully, they are more likely to feel motivated and confident in their ability to tackle more complex tasks in the future.

The teachers may use visuals. They may consider using visuals, such as pictures, diagrams, or flowcharts, to help learners understand the task. Using visuals such as pictures, diagrams, or flowcharts is a powerful

teaching strategy to help learners understand complex tasks more easily. Visual aids can provide a concrete representation of abstract concepts or information, making them more accessible and easier to remember.

Visual aids can also help learners to organize information more effectively and identify relationships between different pieces of information. For example, a flowchart can help learners understand the steps in completing a task. In contrast, a diagram can help learners visualize the components of a system or process. In addition, using visuals can make learning more engaging and interesting for learners.

When learners are presented with information in multiple formats (such as written text, audio, and visuals), they are more likely to retain the information and feel more motivated to learn. Using visuals is a valuable teaching strategy to help learners understand and engage with complex tasks and information.

The teachers may provide examples of what learners are expected to do. This can help learners to understand the task better and know what is expected of them. Providing examples is a useful teaching strategy that can help learners to understand the task better and know what is expected of them. Examples can provide learners with a concrete illustration of what is expected, making it easier to visualize how to approach the task.

When teachers provide examples, they can use a variety of formats, such as written or spoken examples, visual examples (such as images or videos), or physical examples (such as manipulatives or models). Examples can also be tailored to different learning styles, such as visual examples for visual learners or hands-on examples for kinesthetic learners. Providing examples can also help to reduce anxiety and build confidence among learners.

When learners see examples of successful completion of the task, they are more likely to feel capable of completing the task themselves. Overall, providing examples is a powerful teaching strategy that can help learners understand the task better and feel more confident in completing it successfully.

The teachers may check for understanding. Before starting the task, the teachers may check that learners understand what they are expected to do. They may ask if anyone has any questions or needs clarification. The teachers may check for understanding. Before starting the task, the teachers may check that learners understand what they are expected to do. For example, they may ask if anyone has any questions or needs clarification. Checking for understanding is an important teaching strategy that helps learners fully understand what is expected of them before starting the task.

Checking for understanding can take many forms, such as asking questions, having learners repeat back instructions, conducting a quick quiz, or reviewing key concepts. Before starting a task, teachers can ask learners if they have any questions or need clarification on any aspect of the task. This allows learners to ask for help or additional information, which can help to reduce confusion and frustration later on.

Checking for understanding can also help teachers identify areas where learners may struggle or additional support may be needed. For example, if several learners have the same question or misunderstanding, the teacher can provide additional explanations or examples to clarify the concept for everyone.

Overall, checking for understanding is an important teaching strategy that helps ensure that learners clearly understand what is expected of them and are prepared to complete the task.

Use of visual aids

The visual aids may be in the form of diagrams, pictures, and videos. These visual aids can support understanding and provide context for the lesson. Using visual aids such as diagrams, pictures, and videos can be an effective way to support understanding and provide context for a lesson. There are some strategies on how to use visual aids effectively. The teachers may ensure that their visual aids are easy to understand and are not cluttered with too much information; they may use simple graphics and diagrams that support the main points of the lesson; they may use visuals that are relevant to the topic being taught; they may avoid using visuals that are not related to the lesson, as it can confuse and distract learners; they use visuals that are eye-catching and interesting; they may use color and contrast to make the visuals stand out and to emphasize key points; they may use a combination of different types of visual aids, such as diagrams, pictures, and videos, to keep learners engaged and interested. Visual aids should supplement your teaching, not replace it; they may use visuals to reinforce key points, clarify concepts, and help learners retain the information; they may choose the appropriate technology for the visual aids, such as projectors, whiteboards, and tablets; they should make sure that they are comfortable with the technology and that it is working correctly before using it in the lesson.

The teachers may choose the right type of visual aid. In this relation, they may consider the content of their lesson and choose the type of visual aid that will best support understanding. A diagram may help show the different parts of a machine, while a video may be useful for demonstrating a complex process.

Choosing the right type of visual aid is an important teaching strategy that supports understanding and enhances learning. When selecting a visual aid, teachers should consider the lesson's content and choose

a visual aid that best supports the learning objectives and the needs of their learners. For example, if the lesson involves understanding the different parts of a machine, a diagram or label illustration may be the most effective visual aid.

On the other hand, if the lesson involves demonstrating a complex process, a video or animation may be the best choice. Other factors to consider when choosing a visual aid may include the complexity of the concept, the learners' prior knowledge and experience, and the available technology or resources. For example, if the concept is relatively simple, a simple diagram or picture may be sufficient, while a more complex concept may require a more detailed or interactive visual aid.

In short, choosing the right type of visual aid is a crucial teaching strategy that can help to support understanding and engagement among learners. By carefully considering the lesson's content and their learners' needs, teachers can select the most effective visual aid to enhance learning and promote success.

The teachers may keep the visual aid simple. However, visual aids should be clear and simple and not overwhelm learners with unnecessary details. Use minimal text and avoid cluttering the visual aid with too many elements. Keeping visual aids simple is an important teaching strategy that can help learners easily understand and engage with the information presented. When designing visual aids, teachers should aim for clarity and simplicity, avoiding clutter and unnecessary details.

One way to keep visual aids simple is to use minimal text. For example, teachers can use short phrases or bullet points instead of using long paragraphs or complex sentences to convey the key points. This makes the visual aid more appealing and easier to read and helps learners focus on the most important information.

Another way to keep visual aids simple is to avoid cluttering them with too many elements. Teachers should include only the essential information and avoid adding unnecessary details or decorations that may distract learners. A clean and uncluttered visual aid is more likely to convey information and support learning effectively.

In short, keeping visual aids simple is an effective teaching strategy that can help learners to understand better and engage with the information presented. By presenting information clearly and concisely, teachers can help learners to focus on the most important points and achieve better learning outcomes.

The teachers may use color and contrast. The teachers may use color and contrast. They may use color and contrast to highlight important information and make the visual aid more engaging. Be mindful of any colorblindness or visual impairments when choosing colors. Using color and contrast can be a powerful teaching strategy that helps to highlight important information and make visual aids more engaging. By using color and contrast effectively, teachers can draw learners' attention to key information and improve comprehension and retention of the material.

When using color, it is important to be mindful of learners' colorblindness or visual impairments. Therefore, teachers should choose easily distinguishable colors and avoid relying solely on color to convey important information. For example, using different shapes, symbols, and colors can help all learners understand and engage with the visual aid.

Contrast can also be an effective way to draw learners' attention to important information. For example, teachers can use contrasting colors or font styles to make key information stand out or use background colors or shading to highlight important sections of visual aid.

In short, using color and contrast can be a powerful teaching strategy that helps to make visual aids more engaging and effective. By choosing colors carefully and using contrast effectively, teachers can create visual aids that are visually appealing, easy to understand, and support learners' comprehension and retention of the material. Using visual aids effectively, we can help learners better understand and retain the presented information, making the lesson more engaging and memorable.

Encouraging note-taking

The teachers may encourage their students to take notes during lectures or discussions. This helps to reinforce listening skills and improve the retention of information. Encouraging students to take notes during lectures or discussions can be an effective way to reinforce listening skills and improve the retention of information.

There are some strategies to encourage note-taking: emphasize the importance of note-taking, model effective note-taking, model effective note-taking, provide note-taking guides, encourage active listening, provide feedback, and incorporate note-taking activities.

The teachers need to explain to students why note-taking is important and how it can help them retain information and study more effectively. Note-taking is an important skill for students to develop because it helps them to retain information and study more effectively. When we take notes, we actively engage with the material and process it to make it easier to understand and remember. When taking notes, it is important to be selective and focus on the most important information. This can involve using abbreviations or symbols and summarizing information in our own words. Reviewing our notes regularly and using them to study and prepare for assessments is also important.

By developing strong note-taking skills, students can improve their retention of information and study more effectively.

- 1) Model effective note-taking techniques for students, such as using abbreviations and symbols, summarizing key points, and organizing notes into categories. The teachers may follow the steps.
- 2) Use abbreviations and symbols: One of the most effective ways to take notes is to use abbreviations and symbols to capture information quickly. For example, instead of writing out "and" every time it appears, you could use the symbol "&." Similarly, one could use an arrow (→) to indicate "leads to" or a plus sign (+) to indicate "and."
- 3) Summarize key points: Rather than trying to write down every word the speaker is saying, focus on capturing the key points. One can do this by listening carefully to the main ideas and summarizing them in one's own words. This will help him remember the information later and make it easier to review his notes.
- 4) Organize notes into categories: Another effective technique is to organize his notes into categories. This will help him make sense of the information and see how different ideas are related. For example, if he is taking notes on a history lecture, he could organize his notes by period, region, or theme.
- 5) Use bullet points and numbering: Bullet points and numbering can help him organize his notes in a clear and easy-to-read way. For example, he could use bullet points to list different examples or reasons or use numbering to indicate a sequence of events.
- 6) Leave space for additional notes: It is always a good idea to leave some space in his notes for additional information. This will allow him to add more details

later or clarify something he did not fully understand at the time.

Listening skill is understanding, interpreting, and responding to spoken or written language. It is an important communication skill that enables individuals to gather information, learn new things, and build relationships with others. Good listening skills involve actively focusing on the speaker's words, paying attention to nonverbal cues, asking questions to clarify information, and responding appropriately to the message. In addition, effective listening requires concentration, patience, and an open mind. By developing good listening skills, individuals can improve their communication abilities, strengthen relationships with others, and enhance their personal and professional success.

b. Learning speaking skills

Speaking is the act of communicating through the use of spoken words or language. It is a basic form of human communication and involves the production of sounds and words to convey meaning and express thoughts, ideas, and emotions. Speaking can take many forms, including conversational speech, public speaking, presentations, debates, and interviews.

Effective speaking involves some skills, including pronunciation, grammar, vocabulary, and fluency. It also involves organizing ideas, expressing them clearly and persuasively, and adapting to different situations and audiences. In addition, good speakers can engage their listeners, convey their message effectively, and build rapport with their audience.

Speaking is an important skill in both personal and professional contexts. It is essential for building relationships, expressing oneself, and conveying information. Consequently, speaking skills are often assessed and valued in academic and professional

contexts, and individuals who can communicate effectively through spoken language are often seen as more competent and confident.

Speaking is a habit that can be developed through practice and repetition. Like any other habit, developing good speaking habits takes time and effort. However, by practicing speaking regularly, individuals can improve their pronunciation, fluency, and confidence in speaking a language.

To develop good speaking habits, it is important to focus on the following aspects:

1) Pronunciation

The learners need to pay attention to the correct pronunciation of words and practice pronouncing them correctly. The learners do not have a physical voice to practice pronunciation. They need to listen to native speakers and pay attention to how they pronounce words. They need to look up the pronunciation of unfamiliar words in a dictionary or online resource. They need to record themselves speaking and listen to the recording to identify areas where they need to improve. They need to make a habit of practicing their pronunciation every day. We need to use a language-learning app; language-learning apps often have pronunciation exercises and feedback features to help improve.

2) Vocabulary

The learners must build their vocabulary by learning new words and phrases and practicing using them in conversations. We completely agree with the importance of building vocabulary to improve communication skills. Here are some tips to help expand the learners' vocabulary and practice using new words and phrases. In addition, the learners need to read books, newspapers, and articles in the language they are learning. This will expose the

learners to new words and phrases and help them understand how they are used in context.

The learners must look up words they do not know in a dictionary or online resource and pay attention to their meanings, pronunciation, and how they are used in sentences. The learners need to understand the meaning of prefixes, suffixes, and root words can help them decipher the meaning of unfamiliar words. The learners must write new words and phrases on flashcards and review them regularly; they can also use flashcards to practice using new words in sentences. The learners must try to use new words and phrases in the conversations and writing. The learners need to find a language exchange program where they can practice speaking with native speakers. This will allow them to practice using new words and phrases in conversation.

3) Grammar

Learn and practice grammar rules to improve the accuracy and clarity of our speech. Learning and practicing grammar rules can improve our speech's accuracy and clarity. Grammar rules provide a framework for organizing and expressing our thoughts clearly and concisely. By mastering grammar, we can avoid misunderstandings and communicate more effectively with others. Grammar rules help us understand how to form sentences, use proper verb tense, correct subject-verb agreement, use proper punctuation, and much more. We can improve our writing, speaking, and overall communication skills by studying and practicing grammar rules.

Some effective ways to improve our grammar skills include reading widely, taking online grammar courses or classes, practicing with grammar exercises and quizzes, and seeking feedback from others on our writing and speaking. It is important to remember

that learning and mastering grammar is a lifelong process, and it takes time and effort to become proficient.

4) Fluency

Practice speaking at a comfortable pace and practice transitioning between ideas smoothly. Practicing speaking at a comfortable pace and smoothly transitioning between ideas are essential elements of effective communication. Speaking too quickly or slowly can make it difficult for our listeners to follow our ideas, while abrupt transitions can be jarring and confusing.

Practicing speaking in front of a mirror or recording ourselves and then listening back can be helpful to improve our speaking pace. Please pay attention to our natural speaking pace and try to maintain that pace when speaking to others. If we speak too quickly, try to slow down and take deliberate pauses between sentences or ideas. If we speak too slowly, try to pick up the pace while still being mindful of enunciating clearly and not rushing through words.

Creating a clear outline or structure for our thoughts before speaking can help improve transitions between ideas. This can help us to stay organized and ensure that our ideas flow smoothly from one to the next. Use transitional phrases or sentences to signal to our listeners that we are moving on to a new idea. These might include phrases like "moving on," "in addition," "on the other hand," or "finally."

Remember that effective communication takes practice, so be patient with yourself and keep working on these skills over time. The more one practices, the more confident and effective he will become as a speaker.

5) Confidence

Build confidence in our speaking abilities by practicing regularly and seeking feedback from others. Building confidence in our speaking abilities is essential to becoming an effective communicator. Regular practice and seeking feedback from others help us develop the skills and confidence to communicate effectively.

Practicing regularly is an effective way to build confidence in speaking abilities. This might involve speaking in front of a mirror, recording speaking and listening back, or practicing with a friend or family member. The more one practices, the more comfortable he becomes with speaking and the more confidence he will build.

Another effective way to build confidence is to seek feedback from others. This might include asking friends or family members to listen to our speeches or presentations and offer constructive criticism. It might involve taking a public speaking class or joining a speaking club like Toastmasters. Constructive feedback can help someone identify areas where someone needs to improve and give him the motivation and guidance he needs to become a more effective speaker.

Finally, it is important to remember that building confidence in our speaking abilities gradually takes time and effort. So be patient and keep working on our skills. Over time, we develop the confidence and abilities to communicate effectively and succeed.

It is also helpful to practice speaking with native speakers or other learners who are more advanced than us. This provides an opportunity to practice speaking naturally and learn from others' speaking habits. By making speaking a habit and

consistently practicing, individuals can improve their speaking skills and communicate more effectively in any language.

Learning speaking skills is essential for effective communication. Here are some tips to improve our speaking skills:

1) Practice

The more we practice speaking, the more we will improve speaking skills. The learners can start by speaking with friends, family members, or language partners. They need regular practice and conversation; this is one of the most effective ways to improve our speaking skills in any language. They can speak with friends, family members, or language partners; speaking with friends can help us become more comfortable speaking and increase their confidence in using the language. When speaking with others, we try to use the language as much as possible, even if we make mistakes. It is important to remember that making mistakes is a natural part of the learning process and is nothing to be ashamed of. In fact, making mistakes can help them identify areas where we need to improve and allow you to learn from them. In addition to speaking with others, we can also practice speaking on their own. We can do this by recording ourselves speaking and then listening back to identify areas where they need to improve. Another helpful technique is to practice speaking on a specific topic or in a specific situation, such as ordering food in a restaurant or giving a presentation.

2) Recording

The learners need to record themselves speaking and listen to it later. This will help identify areas that need improvement, such as pronunciation, grammar, or vocabulary. Recording speaking and

listening back to it later is a great way to identify areas that need improvement in our language skills. By doing this, we can focus on specific aspects of our speaking, such as pronunciation, grammar, or vocabulary, and work on improving them over time.

When listening to our recorded speaking, it is important to pay close attention to the areas where we struggled or made mistakes. For example, we may notice that we mispronounced certain words or needed help to form certain sentences. We can focus on improving these areas in our future speaking practice by identifying them.

In addition to identifying areas for improvement, listening to our recorded speaking can also help us track our progress over time. As we continue to practice and improve our language skills, our speaking becomes clearer and more confident. Overall, recording and listening to our speaking is a valuable tool for language learners, as it allows us to identify areas for improvement and track our progress over time. By incorporating this practice into our language learning routine, we can accelerate our progress and become more effective communicators in our target language.

3) Mimic native speakers.

Listening to native speakers and trying to imitate their pronunciation, tone, and rhythm. This will help us sound more natural when speaking. Listening to native speakers and imitating their pronunciation, tone, and rhythm is a great way to improve speaking skills and sound more natural in the target language. Native speakers have a natural feel for the language, and by listening to them, the learners can pick up on the nuances of the language that are difficult to learn from textbooks or language courses.

When listening to native speakers, please consider their pronunciation, intonation, and rhythm. The learners should try to imitate what they hear as closely as possible, and they do not need to be afraid to exaggerate the accent or intonation to sound more natural. They can practice by repeating what they hear, recording, and comparing it to the native speaker's pronunciation.

It is important to note that imitating native speakers should not be the only way they practice speaking. It is also important to focus on grammar, vocabulary, and other aspects of the language. However, imitating native speakers can be a valuable tool in the language-learning arsenal and help them become more effective communicators in the target language.

Listening to native speakers and imitating their pronunciation, tone, and rhythm can effectively improve speaking skills and sound more natural in the target language. By incorporating this practice into the language learning routine, they can accelerate their progress and become a more confident and effective.

Listening to native speakers and imitating their pronunciation, tone, and rhythm can effectively improve speaking skills and sound more natural in the target language. By incorporating this practice into the language learning routine, they can accelerate their progress and become a more confident and effective speaker.

4) Learning new words and phrases

The learners should expand their vocabulary by learning new words and phrases that they can use in different situations. The learners should focus on grammar. Proper grammar is essential for effective communication. They need to learn grammar rules

and practice using them in their speech.

5) Practice speaking in different situations

The learners should practice speaking in different settings, such as in a classroom, workplace, or social environment. This practice to speak will help them feel more comfortable speaking in different situations.

6) Getting feedback

The learners should ask for feedback from native speakers or language teachers. Learners should ask for feedback from native speakers or language teachers when improving their language skills. Getting feedback from people who are fluent in the language they are learning can be extremely helpful in identifying areas where they may need to improve, such as pronunciation, grammar, and vocabulary usage.

Native speakers can provide valuable insight into the nuances of the language, such as regional dialects and slang, which may not be covered in textbooks or language courses. They can also offer tips and tricks for improving their fluency and communicating effectively in different situations. Language teachers, on the other hand, are trained professionals who can provide structured feedback on their language skills. They can assess their progress, identify areas where they need to improve, and provide guidance and resources for achieving their language learning goals.

In summary, seeking feedback from native speakers or language teachers can be an invaluable part of the language learning process. It can help learners achieve a higher proficiency level in a shorter amount of time. This will help identify areas of improvement and learn from mistakes.

c. Learning the reading skill

Reading is an essential skill for learning and communication. Here are some strategies to improve reading skills.

The learners should start with easy material. In this relation, they may start with easy reading materials like children's books or beginner-level texts. It can benefit learners to start with easy reading materials such as children's books or beginner-level texts. Such materials often use simpler language, shorter sentences, and clear structure, which can help learners build their vocabulary and reading comprehension skills. Starting with easy materials can also boost learners' confidence as they gradually progress to more challenging reading materials. It is important for learners to feel motivated and engaged while learning, and reading materials that are too difficult can be discouraging. However, it is also important for learners to gradually increase the difficulty of the reading materials they use as they progress. This helps learners to challenge themselves and build their skills continually. So, while it is beneficial to start with easy materials, learners should also aim to increase the complexity of the texts they read gradually. This will help us build our confidence and develop basic reading skills.

The learners should set a goal. Setting a goal to read for a certain amount of time or a specific number of pages each day will help develop a habit of reading regularly. Setting a goal can be very helpful for learners when it comes to developing a habit of reading regularly. By setting a goal, learners can create a sense of purpose and direction for their reading, which can help them stay motivated and on track. For example, learners might set a goal to read for 30 minutes each day or to read a certain number of pages each day. This can help them establish a routine and make reading a regular part of their day-to-

day life. When setting a goal, it is important to ensure it is achievable and realistic based on the learner's current ability level and schedule. Setting unrealistic goals can lead to frustration and discouragement, undermining the learner's motivation. Once learners have achieved their initial goal, they can set new goals to continue pushing themselves and making progress. This can help learners to continually improve their reading skills and develop a lifelong habit of reading.

The learners should focus on comprehension. Focusing on understanding the meaning of our reading. Taking notes or highlight important information will help them remember it. Focusing on comprehension is an important part of effective reading. When learners focus on understanding the meaning of their reading, they can retain the information more effectively and use it to build their knowledge and skills.

One effective strategy for improving comprehension is to take notes or highlight important information as the learner reads. This can help learners identify key ideas and information and make connections between different parts of the text. By taking notes or highlighting important information, learners can also create a reference tool that they can use to review the material later on. This can be particularly helpful when studying for exams or writing assignments. In addition to taking notes or highlighting, learners can ask themselves questions about what they are reading to help deepen their understanding.

For example, learners might ask themselves what the main idea of a passage is or how the information they are reading connects to other ideas they have learned. By focusing on comprehension and actively engaging with the material they are reading, learners can improve their reading skills and develop a deeper understanding of the content they are studying.

The learners should learn new vocabulary. Learning new words and their meanings by using a dictionary or a vocabulary-building app, will help them expand the vocabulary and improve comprehension. Learning new vocabulary is an important aspect of language learning, and using a dictionary or a vocabulary-building app can be very helpful. Expanding the vocabulary can improve the learners' ability to understand and communicate in a language, allowing them to express themselves more precisely and understand more complex language. When encountering new words, it is important to take the time to look them up and understand their meanings, as this will help them to remember them and use them correctly in the future. Many resources are available for learners who want to improve their vocabulary, including online dictionaries, flashcard apps, and vocabulary-building websites. It is important to find a resource that works for them and to consistently learn new words and use them in their language practice.

The learners should read different types of material. Reading the various texts, such as news articles, novels, academic papers, or magazines., will help them improve comprehension of different types of writing styles. It is generally recommended that learners should read different types of materials in order to improve their reading comprehension and to gain exposure to a variety of writing styles.

Reading news articles can help learners stay informed about current events and develop their ability to understand complex topics. Novels can help learners develop empathy and imagination, and can also expose them to different cultural perspectives and historical contexts. Academic papers can help learners develop critical thinking skills and understand how to analyze and synthesize information. Magazines can expose learners to a wide range of topics and writing styles, and

can also help them develop their interests and hobbies.

By reading a variety of materials, learners can improve their vocabulary, expand their knowledge and understanding of different subjects, and develop their ability to comprehend and analyze different types of writing. It is important for learners to challenge themselves with reading materials that are slightly above their current reading level, as this can help them improve their reading skills and ultimately become more proficient readers.

The learners should practice speed reading. They should practice reading quickly without sacrificing comprehension, will help them read more efficiently and save time. While speed reading can be useful for some individuals in certain situations, it is only sometimes recommended for some learners. The goal of reading is not just to read quickly but also to comprehend and retain information. Therefore, learners should focus on improving their reading comprehension and speed simultaneously rather than sacrificing comprehension for speed. Speed reading techniques typically involve skimming over the text, skipping over certain words or phrases, or using visual aids to move through the material more quickly. While these techniques may work for some individuals in certain situations, they can also lead to losing important information and decreased comprehension. Instead of solely focusing on speed, learners can improve their reading efficiency by practicing active reading, which involves highlighting or underlining important information, taking notes, and summarizing key points. They can also improve their reading comprehension by reading regularly, expanding their vocabulary, and engaging with the material through critical thinking and analysis. Overall, while speed reading can be useful in certain contexts, it is important for learners to prioritize comprehension and find a

balance between speed and understanding when reading.

The learners should join a reading group. Joining a reading group or book club to discuss what they have read with others, will help develop their critical thinking and comprehension skills. Joining a reading group or book club can be a great way for learners to develop their critical thinking and comprehension skills. In addition, being part of a group can help learners engage with the material in new ways, share different perspectives, and gain a deeper understanding of the text. In a reading group or book club, learners can discuss the themes, characters, plot, and other elements of the book with others, which can help them gain new insights and interpretations. They can also ask questions, share their experiences, and learn from others' opinions and perspectives. By engaging in these discussions, learners can develop critical thinking skills, such as analysis and evaluation, and communication skills, such as listening and expressing ideas effectively. They can also develop a greater appreciation for reading and expand their horizons by being exposed to new genres and authors. Overall, joining a reading group or book club can be a fun and effective way for learners to enhance their comprehension and critical thinking skills while connecting with others who share a passion for reading.

d. Learning writing.

Learning to write effectively is an important skill for academic and professional success. Here are some strategies to improve writing skills.

The learners should read regularly. Reading helps them understand different writing styles, sentence structures, and vocabulary. Regular reading is an important part of language learning. Reading can help learners develop their understanding of different writing styles, sentence structures, and vocabulary and improve

their overall reading comprehension skills. Regular reading exposes learners to various texts, including fiction, non-fiction, news articles, and academic papers. This can help them develop their ability to understand and analyze different types of writing and expose them to new ideas and perspectives. In addition, reading can help learners to build their vocabulary and improve their understanding of grammar and syntax. By encountering words and phrases in context, learners can gain a deeper understanding of their meaning and usage, which can help them use them more effectively in their writing and communication. Overall, regular reading is an essential part of language learning, as it can help learners develop their language skills naturally and engagingly while broadening their horizons and exposing them to new ideas and experiences.

The learners should set writing goals. Setting goals for writing regularly, such as a certain number of words per day or a specific topic to write about helps us to develop a habit of writing.

Setting writing goals is an important part of developing a habit of writing regularly. By setting goals, learners can establish a routine and create a sense of purpose and direction for their writing. For example, learners might set a goal to write a certain number of words per day or week or to write on a specific topic or theme. This can help them focus their writing efforts and progress toward their goals. In addition, setting writing goals can also help learners to improve their writing skills by encouraging them to practice regularly and receive feedback on their work. By setting achievable goals and receiving feedback on their writing, learners can identify areas for improvement and work to develop their skills over time. It is important to ensure that writing goals are realistic and achievable based on the learner's ability level and schedule. Setting unrealistic

goals can lead to frustration and discouragement, undermining the learner's motivation. By setting writing goals and working towards them consistently, learners can develop a lifelong habit of writing and improve their writing skills over time.

The learners should focus on organization. Organizing their writing by creating an outline and a clear structure, helps them to present their ideas logically and coherently. Organizing writing through an outline and clear structure is crucial to effective writing. By creating an outline, the writer can organize their ideas and ensure their writing flows logically and coherently. Furthermore, the outline serves as a roadmap for the writing, helping the writer to stay focused on their main points and avoid getting off-topic. In addition to an outline, it is also important to have a clear structure in writing. This means using clear paragraph breaks, headings, and transitions between ideas. A well-structured piece of writing makes it easier for the reader to follow along and helps the writer express their ideas more effectively. Focusing on the organization is a key step in the writing process and can make a significant difference in the quality of the final product.

The learners should practice grammar and punctuation. Brushing up on grammar and punctuation rules and practice them regularly, helps to improve the clarity and accuracy of writing. Practicing grammar and punctuation is an essential component of effective writing. Good grammar and punctuation help ensure that the writing is clear, accurate, and easy to understand. Correct grammar or punctuation can lead to clarity, misunderstandings, and a lack of credibility in writing. Learners need to take the time to brush up on grammar and punctuation rules and practice them regularly. This could involve studying grammar and punctuation guides, completing exercises and quizzes, or seeking feedback from a writing tutor or

mentor. By practicing grammar and punctuation regularly, learners can better understand the rules and how to apply them effectively in their writing. This can help them to write more clearly and confidently and to communicate their ideas more effectively to their intended audience. Overall, practicing grammar and punctuation is an important step in becoming a skilled writer and can make a significant difference in the quality of the final product.

The learners should seek feedback. Sharing their writing with others and seeking feedback from friends, family, or writing groups, will help them identify improvement areas and get new perspectives on writing. The learners should write daily. Writing daily helps develop writing skills and builds confidence in their ability to write. Seeking feedback and writing daily are important habits for learners who want to improve their writing skills. By sharing their writing with others and seeking feedback, learners can gain valuable insights into areas where they need to improve and receive constructive criticism and suggestions for improvement. This can help them identify weak points in their writing and gain new perspectives and ideas for how to approach their writing more effectively. Writing daily is also a key habit for learners who want to develop their writing skills. Consistent practice helps to build muscle memory and strengthen writing abilities. This can help learners become more confident in their writing and develop their unique style and voice. In addition to these habits, it is also important for learners to read widely and study the works of accomplished writers. By immersing themselves in good writing, learners can learn from their masters and gain inspiration. Overall, by developing good habits like seeking feedback, writing daily, and reading widely, learners can significantly improve their writing skills and produce high-quality work.

The learners should edit and revise. Editing and revising the writing helps to refine the ideas and improve the quality of their writing. Taking time to review work and make changes as necessary. Editing and revising are critical steps in the writing process that help to refine ideas and improve the overall quality of the writing. Editing involves reviewing the writing for grammar, spelling, punctuation, and syntax errors, as well as checking for consistency in style and tone. Finally, revising involves changing the writing's content, structure, or organization to improve its clarity, coherence, and effectiveness. By editing and revising their writing, learners can catch errors or inconsistencies that may have gone unnoticed during the initial drafting process. This can help them improve the readability and accuracy of their writing and refine their ideas and arguments. To edit and revise effectively, learners should step away from their writing for some time before returning to it with fresh eyes. They should also seek feedback from others, such as writing partners or mentors, who can offer a new perspective on the writing and provide constructive criticism. Overall, editing and revising are essential steps in producing high-quality writing, and learners who take the time to review and refine their work will likely see significant improvement in their writing skills over time.

Reading English-Language Materials

Reading books, news articles, and other materials in English to improve reading comprehension and grammar skills, can be started with materials that are at a comfortable level and gradually increase the difficulty. Reading books, news articles, and other materials in English is an excellent way to improve reading comprehension and grammar skills. In addition, by reading extensively, we expose ourselves to various writing styles and structures, which can help develop an understanding of the language. Here are some

strategies to make the most out of reading.

- a. Choose materials that are appropriate for your level of proficiency. Reading materials that are too difficult may discourage us, while those that are too easy may not challenge us enough.
- b. Look up unfamiliar words and phrases. Use a dictionary or an online translation tool to help understand the meaning of unfamiliar words and expressions.
- c. Pay attention to grammar and sentence structure. Try to analyze how sentences are constructed, and note any new grammar rules or structures we encounter.
- d. Practice summarizing what you have read. After reading a text, summarize the main ideas or key points in our own words. This can help us develop our reading comprehension and improve our English communication ability.
- e. Read regularly. Consistent practice is key to improving your reading skills. So set aside some time each day to read in English, even if it is just for a few minutes.

Writing in English

Writing in English regularly to practice grammar and vocabulary. This could include keeping a journal, writing emails to pen pals or language partners, or participating in online writing communities. Overall, writing regularly in English is an effective way to improve our grammar and vocabulary skills. In addition, it can be a fun and rewarding way to practice our language skills and increase our confidence in using English.

Writing regularly in English is a great way to practice grammar and vocabulary. Here are some tips for making the most out of our writing practice.

- a. Set a goal for yourself. Decide on a specific writing goal, such as writing for 10 minutes daily, writing one email per week to a language partner, or writing a certain number of words daily. This will help us stay focused and motivated.

- b. Use grammar and spell-checking tools. Before submitting your writing, use grammar and spell-checking tools to correct any errors. This will help us identify areas where you need improvement.
- c. Get feedback from others. Share your writing with others and ask for feedback. This can help you identify areas where you must improve your grammar and vocabulary skills.
- d. Keep a journal. Keeping a daily journal is a great way to practice writing in English. Write about your experiences, thoughts, and feelings in English. This can help you develop your writing skills and increase your vocabulary.
- e. Participate in online writing communities. Join online writing communities, such as writing forums or writing groups on social media. This can help you connect with other writers and get feedback on your writing.

Taking language courses or use language learning apps

Taking a structured course in English or use language learning apps to supplement self-study can provide structured practice and feedback on language skills. Taking a structured course or using language learning apps is a great way to supplement self-study and improve your language skills. However, finding a course or app that meets your needs and learning style is important and committing to consistent practice and study.

Taking a structured course in English or using language learning apps can be a great way to supplement self-study and provide structured practice and feedback on language skills. Here are some benefits of taking a structured course or using language learning apps:

- a. Structured curriculum: A structured course or app will have a clear curriculum and learning objectives. This can help you stay focused and motivated in your language-learning journey.

- b. Professional guidance: A teacher or tutor can provide professional guidance and feedback on your language skills, helping you identify areas where you need improvement.
- c. Interactive learning: Structured courses and apps often include interactive learning activities, such as quizzes, games, and exercises. This can help you practice your language skills in a fun and engaging way.
- d. Accountability: A structured course or app can provide a sense of accountability, as you are expected to complete assignments and meet deadlines. This can help you stay on track and make progress in your language learning.
- e. Personalized learning: Many language learning apps use artificial intelligence to personalize the learning experience based on your level and learning style. This can help you focus on areas where you need improvement and progress at your own pace.

Practicing regularly

Consistency is key when it comes to language learning. Try to practice English regularly, even if it's just for a few minutes each day. This will help to reinforce language skills and develop fluency over time. Practicing English regularly, even for just a few minutes daily, can help you develop fluency and improve your language skills. Consistent practice is key to making progress in your language learning journey.

Practicing English regularly, even just for a few minutes daily, is an effective way to reinforce language skills and develop fluency over time. Here are some tips for incorporating the regular practice into your daily routine:

- a. Set aside time each day: Choose a specific time each day to practice English, whether it's in the morning, afternoon, or evening. This will help you establish a routine and make it easier to stick to your practice.
- b. Use English in your daily activities: Look for opportunities to use English in your daily activities, such

- as listening to English podcasts while exercising, watching English-language TV shows or movies, or reading English news articles during your lunch break.
- c. Practice with a language partner: Find a language partner who is also learning English and practice speaking and writing with them regularly. This can help you build confidence and improve your language skills through real-life conversations.
 - d. Use language learning apps: Use language learning apps, such as Duolingo or Babbel, to practice English for just a few minutes each day. These apps often include interactive exercises and quizzes that can help reinforce language skills.

Setting achievable goals

Set goals for your language learning, such as learning 10 new vocabulary words each week or practicing speaking for 5 minutes daily. This will help you track your progress and stay motivated. Some ways in English language learning. The English language can be learned in several ways, including (a) formal instruction, (b) immersion, (c) self-study, and (d) practice with native speakers

a. Formal instruction

Formal instruction involves learning English in a structured classroom with a teacher, textbooks, and other materials. This is the most common way of learning English and follows a specific curriculum or syllabus.

Teachers play a crucial role in English language teaching as they guide and support students in their language learning journey. Overall, the role of the English language teacher is to create a dynamic and engaging learning environment that supports student learning and development and to guide and mentor students as they acquire and develop their language skills.

Learning English in a structured classroom setting with a teacher can be an effective way to develop

language skills. In this setting, students typically have regular classes with a teacher who guides them through lessons and provides feedback on their progress. There are several advantages to learning English in a structured classroom setting with a teacher. Firstly, students can interact with their teacher and classmates, which can help improve their speaking and listening skills. Secondly, the teacher can provide personalized feedback and guidance to help students address their strengths and weaknesses.

A structured classroom setting can help students stay motivated and focused on their language learning goals. The teacher can provide a clear syllabus, regular assessments, and achievable goals to help students measure their progress. However, there are also some potential drawbacks to this approach. Some students may find the classroom setting too rigid or may need help to keep up with the pace of the class. Additionally, students may have less flexibility in choosing the topics or materials they want to focus on. Ultimately, whether or not a structured classroom setting with a teacher is the right approach for learning English will depend on the individual learner's preferences and learning style. Some students may thrive in this setting, while others may prefer more independent or experiential approaches to language learning.

Teachers play a vital role in creating a supportive and inclusive learning environment where students feel comfortable sharing their thoughts and ideas, engaging in discussions, and collaborating with their peers. Teachers can help students build confidence and develop their language skills by fostering an environment that promotes participation and collaboration.

To create a supportive and inclusive learning environment, (a) teachers should encourage all students to participate in class discussions, group activities, and other learning opportunities. They can do this by creating

a welcoming and non-judgmental atmosphere where all voices are valued, (b) Teachers can promote collaboration among students by assigning group projects, facilitating peer-to-peer interactions, and encouraging students to work together to solve problems and complete tasks, (c) Teachers should make themselves approachable and available to students, so that students feel comfortable asking for help or guidance when needed, (d) Teachers should celebrate diversity by recognizing and valuing the unique backgrounds, experiences, and perspectives of their students. By doing so, they can create a more inclusive learning environment that fosters mutual respect and understanding, (e) Teachers provide instruction and guidance on the fundamental principles of the English language, including grammar, vocabulary, pronunciation, and sentence structure, (f) Teachers are effective communicators who can convey complex ideas and concepts clearly and understandably. They also act as language models for their students, demonstrating proper pronunciation and grammar usage, (g) Teachers evaluate students' language skills through regular assessments and feedback, providing insight into areas of strength and areas in need of improvement, (h): Teachers provide guidance and support to students, offering academic and emotional support when needed. They may also help students set goals and develop study plans to achieve their language learning objectives, (i) Teachers design and develop curriculum materials and lesson plans that are tailored to meet the needs and abilities of their students, (j) Teachers are responsible for keeping students motivated and engaged in their language learning by providing interesting and challenging learning experiences and encouraging students to take ownership of their learning.

b. Immersion

Johnson and Swain (1997) summarize eight core features of immersion programs as follows:

- 1) The L2 is a medium of instruction
- 2) The immersion curriculum parallels the local L1 curriculum
- 3) Overt support exists for the L1
- 4) The program aims for additive bilingualism
- 5) Exposure to the L2 is largely confined to the classroom
- 6) Students enter with similar (and limited) levels of L2 proficiency
- 7) The teachers are bilingual
- 8) The classroom culture is that of the local L1 community.

The L2 is a medium of instruction in the immersion program

When the L2 (second language) is used as a medium of instruction, the language is used to teach academic content or subject matter, such as math, science, social studies, or language arts. This approach is often called Content and Language Integrated Learning (CLIL) or bilingual education. In this instruction, the students are taught academic content in the target language (L2) instead of their native language (L1). The goal of this approach is to promote bilingualism and biliteracy, as well as to help students develop proficiency in the target language while learning academic content. Using L2 as a medium of instruction can have several advantages. It can help students develop cognitive and academic skills in both languages, increase their cultural awareness and understanding, and provide them with greater academic and professional success opportunities. It can also be an effective way to promote language learning and multilingualism.

However, this approach also has some challenges. For example, students may struggle with comprehension and understanding of the academic content if their proficiency in L2 needs to be improved. Teachers may also face challenges in selecting appropriate materials and adjusting their teaching style to support students with diverse language backgrounds and levels of proficiency.

When an immersion curriculum parallels the local L1 (first language) curriculum, the content and skills taught in the immersion program are aligned with those taught in the local L1 curriculum. This approach is often used in bilingual education programs where students learn academic content in both languages.

By aligning the immersion curriculum with the local L1 curriculum, students can develop the same academic knowledge and skills in both languages, which can help promote bilingualism and biliteracy. It also ensures that students meet the same academic standards and expectations as their peers in the local L1 program.

This approach can have several advantages. It can help ensure that students learn the same academic content and skills as their peers in the local L1 program, promoting educational equity and access. It can also provide students with a clear academic and professional success pathway in both languages.

However, aligning the immersion curriculum with the local L1 curriculum can also have some challenges. For example, teachers may need to adapt the curriculum and instructional strategies to meet the needs of students with diverse language backgrounds and levels of proficiency. They may also need to ensure students can access appropriate resources and support, such as bilingual dictionaries, language learning software, or language tutors.

When overt support exists for the L1 (first language), the intentional effort is made to value and support using the student's native language in the educational setting. This approach is often used in bilingual education programs. It recognizes the importance of maintaining and promoting the use of the student's native language while also developing proficiency in a second language.

The overt support for the L1 in the immersion program

Overt support for the L1 can take many forms. It can include providing materials in the student's native language, offering language classes for parents or community members, hiring bilingual staff, and promoting the use of the native language in the classroom. It can also involve acknowledging and valuing the cultural background and experiences of students and their families.

This approach can have several advantages. It can promote cultural and linguistic diversity, increase student engagement and motivation, and support the development of literacy skills in both languages. It can also help students maintain a strong connection to their cultural identity and heritage, promoting a sense of belonging and well-being.

However, overt support for the L1 can also have some challenges. It may require additional resources and support, such as hiring bilingual staff or providing language classes for parents or community members. It may also require a shift in attitudes and beliefs about the value of bilingualism and multilingualism, which can take time to develop.

The immersion program aims for additive bilingualism

When an immersion program aims for additive bilingualism, the goal is for students to develop proficiency in both their native and immersion languages without replacing one language. This approach

recognizes the value of bilingualism and seeks to promote it as an asset for students.

Additive bilingualism is often contrasted with subtractive bilingualism, which occurs when one language replaces or suppresses the other. This can happen when students are not supported in maintaining and developing their native language while learning a second language, leading to a loss of proficiency in the native language and reduced access to cultural and linguistic resources.

In an immersion program that aims for additive bilingualism, the goal is for students to develop proficiency in both languages. The immersion language serves as a complement to their native language rather than a replacement for it. This approach can have several advantages, including promoting cognitive and academic benefits associated with bilingualism, increasing cultural awareness and understanding, and providing greater access to academic and professional opportunities.

However, achieving additive bilingualism can be challenging and requires a comprehensive approach that supports both languages and recognizes each student's unique needs and strengths. In addition, it may require additional resources, such as bilingual teachers, language learning materials, and support for parents and community members.

The exposure to the L2 is largely confined to the classroom

When exposure to the L2 is largely confined to the classroom, students primarily encounter and use the second language (L2) within the educational setting, such as during class time or language learning activities. This approach is often used in formal language education programs, such as foreign language classes or immersion programs.

While exposure to the L2 in the classroom can be valuable for developing language proficiency and communication skills, more is needed for achieving fluency and functional use of the language in real-world contexts. Language learning also requires opportunities for authentic and meaningful communication outside of the classroom, such as through interactions with native speakers, exposure to media in the target language, or participation in cultural events.

However, exposure to L2 in the classroom can have several advantages. It provides a structured and supportive environment for language learning, with opportunities for guided practice, feedback, and instruction. It can also promote the development of academic language and literacy skills essential for academic success.

It is important to supplement classroom instruction with opportunities for authentic language use and exposure outside the classroom to maximize the benefits of classroom-based language learning. This can include activities such as language exchanges, language immersion programs, cultural events, and language learning apps or software.

Language immersion, or simply immersion, involves learning English by being immersed in an English-speaking environment, such as traveling to an English-speaking country or attending an English-speaking school. This can help learners develop their listening and speaking skills, as they are forced to communicate in English daily.

Immersion is a technique used in bilingual language education in which two languages teach various topics, including math, science, or social studies. The languages used for instruction are referred to as the L1 and the L2 for each student, with L1 being the student's native language and L2 being the second

language to be acquired through immersion programs and techniques. Different types of language immersion depend on the age of the students, the class time spent in L2, the subjects taught, and the level of participation by the speakers of L1.

Language immersion is a teaching technique in which the target language and culture surround students to achieve fluency and proficiency in the language. Several types of language immersion programs differ based on a variety of factors, including:

1) Age of the students:

Language immersion programs can be designed for different age groups, such as children, teenagers, or adults. The age of the students can influence the teaching methodology, materials used, and the activities included in the program.

2) Class time spent in L2:

Language immersion programs can vary in the amount of time spent in the target language (L2). Some programs are full immersion, meaning that all subjects are taught in the target language, while others may have a partial immersion approach, where only certain subjects or classes are taught in the L2.

3) Subjects taught:

Language immersion programs can focus on different subjects, such as language arts, math, social studies, or science. The subjects taught can depend on the level of language proficiency of the students, the age of the students, and the goals of the program.

4) Level of participation by speakers of L1:

Language immersion programs can also differ in the level of participation by speakers of the student's native language (L1). In some programs, teachers and staff may speak only the target language, while in others, the students' L1 may be used for clarification or explanation.

Immersion can be a highly effective way to learn English, but learners should carefully consider their learning needs and preferences before choosing this approach. They should also be prepared to be patient and persistent, as learning a new language takes time and effort. Learning English by immersing in an English-speaking environment can be a highly effective way to develop language skills. Immersion involves surrounding oneself with English-speaking people, media, and cultural experiences and actively engaging in communication in English. The advantage of immersion is that it provides learners with constant exposure to English, allowing them to practice listening, speaking, reading, and writing skills in real-life situations. This exposure to natural, authentic language can help learners develop a deeper understanding of grammar and syntax, improve their pronunciation, and expand their vocabulary.

Additionally, immersion can help learners develop cultural competence as they better understand English-speaking communities' customs, traditions, and perspectives. This can be especially beneficial for learners interested in traveling or working in English-speaking countries. However, immersion may only be suitable for some learners, as it requires a certain level of language proficiency and comfort with social interaction. In addition, some learners may feel overwhelmed or intimidated by immersion and prefer a more structured or guided approach to language learning.

Immersion is a language learning technique where learners surround themselves with the language they want to learn by being immersed in an environment where it is spoken. This can be achieved by living in a country where the language is spoken, attending language courses taught in the target language, watching movies and TV shows, or listening to music.

One of the benefits of immersion is that it can help learners develop their listening and speaking skills because they are constantly exposed to the language and are forced to communicate in it daily. By speaking with native speakers, learners can practice their speaking skills, improve their pronunciation, and develop a natural feel for the language. Moreover, immersion can also help learners to understand the cultural context in which the language is used. They can learn idiomatic expressions and nuances of the language that might not be readily apparent in language learning materials. When students are immersed in a target language and culture, they can learn idiomatic expressions and nuances of the language that are not always included in language learning materials, such as textbooks, workbooks, and audio or video recordings.

By being surrounded by native speakers and interacting with them daily, learners can pick up on subtle nuances of the language, such as pronunciation, intonation, and body language, that are difficult to learn through traditional language learning methods. They can also learn slang, colloquialisms, and other informal language expressions commonly used in everyday conversations.

Furthermore, language immersion programs can provide students with a deeper understanding of the culture and customs of the target language, which can be an important aspect of language learning. Students can learn about the culture's history, traditions, values, and beliefs, which can help them develop a greater appreciation and respect for the language and its speakers. This can make their language use more natural and authentic.

c. Self-study

Self-study involves learning English independently using language learning materials such as

textbooks, audio or video materials, online courses, or language learning apps. Self-study can be useful for learners who cannot attend formal classes or want to supplement their classroom learning.

Independent learning of English involves taking responsibility for one's own language learning and using various resources to improve language skills. These resources can include textbooks, audio or video materials, online courses, language learning apps, and more. Independent learners set their own goals, create their own learning plans, and work at their own pace to achieve fluency in the language. It can be a challenging but rewarding way to learn a new language.

Self-study can be a great option for learners who cannot attend formal classes due to time constraints, geographical location, financial limitations, or other reasons. Self-study is a great option for self-motivated, disciplined learners who can learn independently. It can be a cost-effective and flexible way to learn a language, giving learners autonomy and control over their learning. However, learners should also be aware of the limitations of self-study and seek out opportunities to practice speaking and receive feedback from native speakers.

Self-study can be a great option for language learners who cannot attend formal classes for various reasons. With advances in technology, many resources are available to help learners study a language independently, such as online courses, mobile apps, language learning software, podcasts, videos, and language exchange websites.

One advantage of self-study is that learners can study at their own pace and on their own schedule. As a result, they can choose the resources that best suit their learning style and preferences and focus on the skills they need to improve. Self-study also allows learners to take ownership of their learning process and set their

own goals and objectives.

It can also benefit those who want to supplement their classroom learning and improve their language skills at their own pace. Self-study allows learners to control their learning process and focus on areas where they need the most improvement. They can choose materials and resources that suit their learning style and preferences. Additionally, self-study can provide flexibility in scheduling and pacing, which can be particularly helpful for adult learners with busy work schedules or other responsibilities.

However, self-study can also have some challenges. With the guidance and feedback of a teacher, learners may be able to handle certain aspects of the language, such as grammar, pronunciation, or speaking skills. However, they may also lack motivation and discipline and cannot practice speaking with native speakers.

English language learners' learning styles and preferences

English language learners can practice their skills in various ways, depending on their learning styles and preferences. Here are a few suggestions.

a. Practice speaking with native speakers.

Practice with native speakers involves practicing English with native speakers, either in person or online. This can be a useful way to improve listening and speaking skills, as learners can practice real-life conversations and receive immediate feedback on their language use. The learners may find opportunities to speak with native English speakers through language exchange programs, conversation partners, or online communities.

Speaking with native speakers can help learners improve their pronunciation, fluency, and confidence in using the language. Speaking with native speakers can be a highly effective way for English language learners to

improve their pronunciation, fluency, and confidence in using the language. Native speakers can provide learners with a natural English pronunciation and intonation model, which can help learners develop a more accurate and natural-sounding accent. Additionally, speaking with native speakers can allow learners to practice speaking in real-life situations, improving fluency and confidence. Moreover, speaking with native speakers can also help learners to understand the cultural context in which the language is used. They can learn idiomatic expressions, slang, and cultural nuances that might not readily appear in language learning materials. This can make their language use more natural and authentic.

b. Watching English-language media

The learners may watch English-language TV shows, movies, and news programs to improve listening comprehension and expand vocabulary. Try to watch with subtitles at first and gradually transition to watching without them.

Watching English-language TV shows, movies, and news programs can be an effective way for English-language learners to improve their listening comprehension and expand their vocabulary. TV shows and movies can expose learners to authentic English language use, including different accents, dialects, and colloquial expressions. They can also provide context for new vocabulary and help learners develop an intuitive sense of grammar and sentence structure.

News programs can be particularly helpful for developing listening skills, as they often feature clear and formal English pronunciation. They can also expose learners to various topics and vocabulary, from politics and economics to science and technology. To get the most out of watching English-language media, learners can start with materials that are at a comfortable level and gradually increase the difficulty. They can also use

subtitles to aid in comprehension and try to focus on listening for key vocabulary and phrases. Finally, learners can take notes and practice using new vocabulary and phrases in context.

D. Summary

Starting with the learners, the English language can be learned in several ways, including (a) formal instruction, (b) immersion, (c) self-study, and (d) practice with native speakers. English language learning involves learning to listen, speak, read and write to have the four language skills (listening, speaking, reading and writing).

English language learning through formal instruction at school needs the roles of teachers. The role of teachers is essential in English language learning through formal instruction at school. Here are some of the key roles that teachers play:

Providing structured lessons: Teachers provide structured lessons designed to teach specific aspects of English, such as grammar, vocabulary, and pronunciation. In addition, they use various teaching methods and materials to keep students engaged and facilitate learning.

Assessing student progress: Teachers assess student progress through quizzes, tests, assignments, and other means. This helps them to identify areas where students need more support and to adjust their teaching accordingly.

Providing feedback: Teachers provide feedback on students' work, highlighting areas of strength and improvement. This feedback is essential for helping students to improve their English language skills.

Encouraging participation: Teachers encourage students to participate in class discussions, group activities, and other language learning opportunities. This helps to build confidence in using English and to develop communicative skills.

Creating a supportive learning environment: Teachers create a supportive learning environment where students feel comfortable asking questions, making mistakes, and taking risks in English. This helps to foster a positive attitude towards language learning.

Providing additional resources: Teachers provide additional resources, such as grammar guides, vocabulary lists, and reading materials, to help students improve their English language skills. At the same time, the learners should have interest and high motivation to learn the English language. Interest and high motivation to learn English are important for effective language learning. Here are some reasons why:

Improving learning outcomes: Interested and motivated learners are more likely to engage with the language and put more effort into their learning. This can lead to better learning outcomes, including improved proficiency in the language.

Enjoying the learning process: When learners are interested and motivated, they enjoy it more. This can help them to stay engaged and focused, even when faced with challenging aspects of the language.

Building confidence: Learners who are interested and motivated are more likely to take risks and experiment with the language, which can help to build their confidence in using English in real-life situations.

Developing a lifelong learning mindset: Interested and motivated learners are more likely to view language learning as a lifelong process rather than a one-time task. This can lead to a deeper appreciation for the language and a desire to continue improving.

Overcoming challenges: When learners encounter challenges in their language learning, high motivation, and interest can help them persevere and overcome them.

The learners can improve their English language learning in some ways, as follows:

They may use online courses. Recently, with the advancement of technology, online language courses have

become popular. Many websites offer self-paced or instructor-led courses. These courses usually include videos, audio recordings, interactive exercises, and quizzes. All of these courses can strengthen their language skills.

They may participate in language exchange programs. When they have a chance to take part in the program, they should take it. In language exchange programs, our partner with a native speaker of English who is learning our native language, and both practice speaking each other's language. This is a great way to practice your conversational skills and learn more about the culture of the language we are learning.

The program they may take is the immersion program. This program involves surrounding English, such as studying in an English-speaking country or living with an English-speaking host family. Immersion programs are known for being highly effective as they force us to use English in real-life situations.

They also need optimally use language learning apps to improve their language skills. There are many apps available that allow us to learn English on our smartphones or tablet. These apps often include features such as flashcards, games, and interactive lessons.

E. References

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