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Indonesian Journal of
English Language Studies

Volume 10, Number 2, September 2024

CONTENTS

CONTENTS.....i

Decolonizing Gender Dynamics: Reclaiming Lawino's Voice in Okot p'Bitek's Song of Lawino
Yolenta Oktovia Mahuze and Novita Dewi.....65

Maneuvering Colonial and Postcolonial Resistances with Poetry: A Comparative Study of Nazrul and Walcott
Md. Abu Saleh Nizam Uddin, Shah Mohammad Sanaul Karim, and Mohammad Riaz Mahmud.....74

Using Duolingo in Teaching and Learning Vocabulary: A Systematic Review
Ridha Rouabhia and Khalefa Kheder.....91

SciSpace for Finding Relevant Literature in English Language Education Contexts: A Technology Review
Weny Kritandani, Angga Widitama Putra, Yustinus Calvin Gai Mali, and Neny Isharyanti.....108

The Widely Common Media to Teach English: Does YouTube Affect Students' Speaking Skills?
Nasihatul Ummah Hasyim and Naf'an Tarihoran.....118

The Representation of Skepticism in Don't Look Up Film: An Overview of Current Environmental Issue
Nur Mutmainna Halim, Muhammad Taufik, and Fisdarnianti.....127

Decolonizing Gender Dynamics: Reclaiming Lawino's Voice in Okot p'Bitek's *Song of Lawino*

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ABSTRACT

Using Ngũgĩ wa Thiong'o's decolonization theory, this article argues that Okot p'Bitek's *Song of Lawino* reclaims African cultural voice and identity. Even though it is available in English, *Song of Lawino* is a kind of narrative poetry borrowed from the traditional Acholi song. This study uses contextual and stylistic analysis to show how p'Bitek's poetry acts as a force for decolonization, advocates for cultural preservation, and addresses collective issues. Findings show that by satirizing African middle-class elites who adhere to Western values, the two chapters from *Song of Lawino* studied "The Woman with Whom I Share My Husband" and "Let Them Prepare the Malakwang Dish" highlight the clash between European and African cultures. In these poems, Lawino challenges gender dynamics and defends traditional practices, as well as criticizes the shallowness of Westernized lifestyles adopted by her husband Ocol. Through this strong-willed woman's criticism, Okot p'Bitek's poetry reveals the negative impacts of credulous cultural assimilation and underlines the importance of maintaining traditional traditions for the well-being and identity of the community.

Keywords: African identity, decolonization, Ngũgĩ wa Thiong'o, Okot p'Bitek

INTRODUCTION

Okot p'Bitek was a well-known poet, anthropologist, and social critic from Uganda who was active in East African poetry during the 20th century. His works, particularly his satirical monologues, addressed the conflict between European and African cultures. His breakthrough work, *Song of Lawino*, satirized Africa's middle-class elites who embraced Western bourgeois values. *Song of Lawino* contains 13 poems about a resolute woman from the Acholi tribe in Africa who challenges patriarchal norms and stands up for her culture. The poem mourns her husband Ocol's loss of cultural identity as he adopts Western customs and takes a second wife. Lawino attacks the superficiality of modern lifestyles while defending the value of traditional African ways of life for their community's well-being and identity. Poets like Okot p'Bitek can act as "mouthpieces" for marginalized groups, touching readers' emotions and making them think critically. He was deeply interested in Acholi culture, influenced by his mother's singing and composition (Ayodo, 2012). Activism through art can pose risks, such as threats, violence, or silencing as witnessed by this Gulu-born artist. Okot p'Bitek returned from exile and taught at Makerere University. He founded the Annual Festival of African Arts and was director of the National Theatre and Cultural Centre in Uganda. He died in 1982 due to a liver infection.

Translated into Indonesian by prominent author Sapardi Joko Damono titled *Afrika Yang Resah: Nyanyian Lawino Dan Nyanyian Ocol* (P'Bitek, 2011), *Song of Lawino* has been extensively studied, with postcolonial theory being predominantly used to explore the

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multifaceted experiences of African women (Gabriel, 2018; Gikandi, 2021; Kahyana, 2021; Kazmi & Ishaq Khan, 2022; Mukundi, 2021; Ntangaare, 2021). Using the postcolonial perspective proposed by Franz Fanon, Aime Caesar, and Homi K. Bhabha, Iskarna's article explores the postcolonial complexity of an African woman represented by Lawino to reveal the challenges of decolonization due to cultural clashes between local African and Western cultures, which can lead to self-hatred racism, political group disputes, woman oppression, and mimicry (2011). Different feminist interpretations of the work abound (e.g., Echendu & Ogunyemi, 2014; Jagire, 2013; Mbogo, 2021; Neigh, 2011). The 'femafricanist' perspectives, for example, reveal oppression and violations of women's rights due to modernity, temptation, and postcolonial complexity (Echendu & Ogunyemi, 2014).

The current article aims to explore the transformative potential of Okot p'Bitek's two selected chapter poems from *Song of Lawino*, "The Woman with Whom I Share My Husband" and "Let Them Prepare the Malakwang Dish" in addressing common challenges like poverty, particularly poverty of the mind. This article will examine *Song of Lawino*'s use of language to explore complicated gender and societal relationships in postcolonial times using Ngũgĩ wa Thiong'o's decolonization theory, Ngũgĩ wa Thiong'o, a Kenyan writer and theorist, posits that language is intertwined with power and cultural identity. His decolonization theory was a significant contribution to postcolonial philosophy. He supports restoring indigenous knowledge systems, languages, and cultures suppressed during colonial authority. It happened that the Ugandan poet Okot p'Bitek shared Thiong'o's vision of decolonization, focusing on cultural and linguistic reclamation. It is interesting to mention in passing that decolonizing the ambiguous nature of African management can also be accomplished by critically examining Okot p'Bitek's works (Van Rinsum & Boessenkool, 2013). In light of Ngũgĩ wa Thiong'o's theory, this article will argue that Okot p'Bitek's works reclaim African voices and cultural identity through a silenced yet steadfast woman named Lawino.

METHOD

This study iss a documentary interpretative analysis to examine decolonization themes in Okot p'Bitek's selected chapters of *Song of Lawino*. It used a stylistic analysis that was contextualized by the postcolonial condition in Africa in light of Ngũgĩ wa Thiong'o's theory of decolonization. Data used in this study were taken from two chapters, i.e., "The Woman with Whom I Share My Husband" (#2) and "Let Them Prepare the Malakwang Dish" (#13) found in *Song of Lawino*. Both chapters were chosen for their representation of cultural and linguistic richness to provide a comprehensive understanding of the clash between indigenous African traditions and Western modernity.

The book *Song of Lawino and Song of Ocol* used in this research is one of Poets of Africa Series published first by East African Educational Publisher in 1972. The edition used here was the 2008 edition. The introduction of the book by G.A. Heron was useful and cited in this study. The analysis began with the use of language in both poems. Contextualization was made by referring to Ngũgĩ wa Thiong'o's decolonization theory on the power dynamics of language in a colonial context. Thiong'o's 1986 book, *Decolonizing the Mind*, emphasized the use of indigenous languages by African writers to reclaim their cultural identity and resist colonial oppression. Thiong'o encouraged African writers to appreciate indigenous cultural expressions and traditions. Ngũgĩ wa Thiong'o's decolonization theory was therefore applied to analyze p'Bitek's work, providing insights into cultural and linguistic dynamics that help restore cultural integrity and self-determination in postcolonial societies. Finally, the results of the analysis were presented as conclusions.

FINDINGS AND DISCUSSION

This section will look at the poet's profound critiques of colonialism which manifest themselves in two ways: *first*, through the use of language to restore traditional African culture, and *second*, through resistance to Eurocentrism. Two verses from *Song of Lawino* are discussed

here: Chapter 2 "The Woman with Whom I Share My Husband" and Chapter 13 "Let Them Prepare the Malakwang Dish". To give a glimpse of the story, Lawino's marriage to the educated and Westernized husband, Ocol, is in trouble for two reasons: first, Ocol's scorn for Lawino's lack of education; and second, his betrayal by falling in love with Clementine. Ocol loves Clementine because she, too, has lost her identity and behaves like a White woman.

Reclamation of Acholi culture through language

Rejecting imperialist ideology and regaining their pre-colonial pasts are difficult tasks for decolonized states. Postcolonial critics draw attention to the many problems that these duties entail. To embrace their pre-colonial cultures, some local writers, like Ngũgĩ wa Thiong'o, write in their original tongues. The publishing industry, however, demands English. African writers must write in their native tongues, translate their writing into English, or hire someone. Ngũgĩ wa Thiong'o discusses language as a powerful tool for colonial powers and a counter-weapon for colonized nations, emphasizing its dual role as a communication medium.

That language has the power to oppress and liberate applies to how Okot p'Bitek's *Song of Lawino* came to readers today. Originally written in the Acholi language, *Song of Lawino* was self-translated into English in 1966. It was later translated into French by Frank and Henriette Gauduchon and published in 1983 under the title *La Chanson de Lawino*. In 2001, Sudanese writer Taban lo Liyong, a colleague and friend of Okot p'Bitek, translated the text, arguing that the author only loosely wrote an English version to satisfy an English-speaking audience and give prominence to parts most easily rendered into English. Admitting the difficulty, Liyong attempted to correctly reproduce the original text while conveying its complexities and nuances in a rhythmic English appropriate to the original discourse (1993). Indeed, the translation of this work into different languages poses its challenges as proven by Kiyimba (2021) and Okere & Chai (2018), to mention but two. The following discussion is based on p'Bitek's self-translation of *Song of Lawino*. It investigates the style used in the two chapters discussed to reinforce Acholi's identities.

P'Bitek aims to enhance the poems' sense of Africanness and freshness by utilizing literary devices, and straightforward, easily comprehensible language that are translated from the native Acholi language. The first rebellion in terms of language is the writing style. In the "Introduction" to *Song of Lawino and Song of Ocol*, G. A. Heron (2008) explains that Okot p'Biteks did not write songs per se, his long poem was modelled on Acholi traditional song. Neither is this style common in such Western literature as narrative poems. The 'song' consists of 13 chapters. When writing *Song of Lawino*, p'Bitek collaborated with various groups of performing artists to present the work at the Gulu Festival (Heron, 2008, p. 5). According to Gray (1999), *Song of Lawino and Song of Ocol* have an affinity for experiential poetry, which begins with song and moves on to drama to articulate and refer back to it for meaning. It is therefore not Western-influenced and the work belongs to the oral tradition, which is more like a musical score than print.

Like any traditional song, p'Bitek employed a 'chorus' as seen by repetition in his lines. As an example, here is Lawino's assertion about what the ideal wife is like in Chapter 2 "The Woman with Whom I Share My Husband":

> You win him with a hot bath
> And sour porridge.
> The wife who brings her meal first
> Whose food is good to eat,
> Whose dish is hot
> Whose face is bright
> And whose heart is clean
> And whose eyes are dark
> Like the shadows: (P'Bitek, 1989, p. 41)

Giving a set of criteria for a good wife, Lawino emphasizes the significance of a woman's ability to provide for her husband's needs. The repetition of words like "hot" suggests sensuality, energy, and virtue. She juxtaposes traditional Acholi values and Western civilization, affirming that a good wife is more than merely physical attractiveness.

Another obvious repeated part is seen in Chapter 13 "Let Them Prepare the Malakwang Dish", which is accompanied by symbolism. Lawino laments about her husband's loss of identity and masculinity as a traditional Acholi man and calls for reconciliation with his ancestors.

> Beg forgiveness from them
> And ask them to give you
> A new spear
> A new spear with a sharp and hard point.
> A spear that will crack the rock.
> Ask for a spear that you will trust
> One that does not bend easily
> Like the earth-worm.
> Ask them to restore your manhood!
> For I am sick
> Of sharing a bed with a woman! (P'Bitek, 1989, p. 119)

The word "spear" is repeated four times to stress that being a learned, Westernized man, Ocol should not have abandoned his local customs for a foreign lifestyle. Lawino compares a spear to an earthworm, reminding Ocol to reclaim the weapon inside his own culture, "with a sharp and hard point...that will crack the rock." Ocol's current state is compared to a weak earthworm, reflecting his perceived loss of power and agency, as he is associated with the earth rather than aggressive, African masculinity. Indeed, the spear is rarely used as a symbol of masculinity in current Western culture. The poet's usage of this term is thus seen as resistance.

Another linguistic and cultural resistance is the inclusion of local vegetation, animals, names, places, etc. including Acholi vocabulary seen most obviously in "Let Them Prepare the Malakwang Dish" or the last part of *Song of Lawino*. For example, there are at least 10 words left untranslated: *labikka*, *lapena*, *lukut*, *lurono*, *malakwang*, *ojuu*, *olam*, *olim*, *omwombye*, *simsim*. Malakwang the title chapter is a unique Ugandan stew consisting of sweet potatoes, millet bread, groundnut paste, and various spices. Originating from Northern Uganda, this delicacy characterized by tangy and sour notes is a testament to the region's culinary heritage. While Malakwang is often eaten with friends and family, it is also said to help with milk let-down during breastfeeding (Acire, et al., 2023). Lawino mentions different types of roots such as *omwombye* to clear her husband's throat and *lurono* to lose his tongue, followed by such varied shoots as *lapena* and *olim* to cure his swollen throat (P'Bitek, 1989, p. 118). It appears here that p'Bitek employs contextual inference rather than word-for-word translation. When there is no direct counterpart or literal translation for an unfamiliar word in the source language, this method leverages the surrounding words, sentence structure, and situation to deduce its meaning. The poet's foreignizing translation (Venuti, 2017), which retains the 'alien' Acholi words in the English version of the poem, is a postcolonial gesture. The use of words with no gloss like simsim oil to refer to sesame butter further highlights resistance to the colonial language and culture more effectively.

> Let them drop simsim oil
> Into the holes of your ear,
> Let them scoop out the gum
> That has filled your ears for so

long,
The thick dust you collected
From the altar
And the chaff
From the books
And the useless things
From the magazines and
newspapers,
And the radio and television! (P'Bitek, 1989, p. 118)

The colonizers used their languages as tools of power, asserting control, facilitating administration, and fostering cultural dominance over native populations by way of books, magazines, newspapers, radio, and television – all "useless things" detested by Lawino. British schools in countries like Kenya and Uganda often imposed Eurocentric colonialist ideology on indigenous peoples, leading to their subjection and subsequent imitation of their colonists' dialect, mannerisms, attire, and way of life. Lawino, on the contrary, proposes that Ocol use traditional medicine to treat his problems, which include a blocked throat, blocked ears, blind eyes, and a dirty tongue. Physical treatments, such as traditional foods and herbs may help Ocol heal his 'Westernized' throat, ears, eyes, and tongue. Mwita (2019) argues that Ocol is a mentally colonized man, who has a slave mentality, valuing Western culture and despising African culture. Ocol's education is seen as alienation and subordination, failing to transform him into a civilized man. He needs to return to his cultural roots.

To conclude, the *Song of Lawino* can be interpreted as a testament to the Acholi culture's reclamation through the mouth of Lawino. Gender dynamics is proven here by Okot p'Bitek's use of Lawino, an illiterate woman, to vocalize the importance of preserving tradition through her 'song' to resist Westernization. Lawino represents a woman who manages the conflicts that arise from Westernization and traditional gender norms. She upholds the Acholi culture and its customs, stressing the value of honoring her ancestors' customs, language, and ways of life. Lawino is against Westernization because she sees it as a threat to the community's well-being and a betrayal of African cultural heritage. She opposes gender stereotypes that are still prevalent in (Western) education, calls for women to have agency and respect, and criticizes patriarchal practices that restrict women's opportunities and maintain gender inequity. As such, Lawino's persona combines feminism and traditional beliefs. It is difficult to characterize her as either conventional or feminist, hence the dynamics. Lawino also exemplifies the conflict between adaptation and resistance by opposing Westernization but admitting that advancement and change are necessary. In doing so, language is used in the poem to express resistance whilst reclaiming the Acholi culture.

Resisting Eurocentrism

Ngũgĩ wa Thiong'o describes two conflicting African powers during his time. The first is an imperialist tradition represented by the native ruling class, which receives economic and political backing from the international bourgeoisie. The second force is the peasantry and proletariat, who are supported by patriotic soldiers, intellectuals, and progressive anti-imperialist segments of society in their fight for African national culture and heritage. As such, he calls for resisting imperialist culture. "Imperialism is total," says the Kenyan writer, "it has economic, political, military, cultural and psychological consequences for the people of the world today. It could even lead to a holocaust." (Thiong'o, 2005, p. 2). In other words, Thiong'o opposes Eurocentrism, the belief that European or Europe is the center and most important.

Thiong'o's novel published in 1965, *The River Between*, explores the link between Christianity and colonialism. Using a postcolonial lens, Iskarna (2018) reveals how Christianity is employed as an ideological instrument to construct a colonial myth and

perspective. Christian missionaries received support from European colonizers, while newly converted natives re-read the Bible to resist colonial bonds. The novel provides a counter-discourse to colonial hegemony, yet certain portions still fall into it. Christianity and its education play an important part in making the colonized Kikuyu aware of their difficulties, implying that colonial control is not completely rejected.

Learning from Thiong'o's 1965 novel, it can be said that the colonial subject is split between the cultures of the indigenous population and the colonizer, resulting in a double consciousness. Similarly, two opposing forces are evident in the two chapters of *Song of Lawino* discussed. The imperialist tradition is represented by Ocol and his mistress Clementine, while Lawino is the anti-imperialist defender. Her resistance to Western culture extends to the disapproval of the European standard of beauty. In "The Woman with Whom I Share My Husband" Lawino dislikes Clementine's aspiration of becoming like a White woman and her wearing too much make-up, saying

> Her lips are red hot
> Like glowing charcoal,
> She resembles the wild cat
> That has dipped its mouth in
> Blood,
> Her mouth is like raw yaws
> It looks like an open ulcer,
> Like the mouth of a field!
> Tina dusts powder on her face
> And it looks so pale;
> She resembles the wizard
> Getting ready for the midnight
> Dance. (P'Bitek, 1989, p. 37)

Here, Lawino considers European beauty standards strange and even unpleasant. The wearing of powder by Ocol's mistress is deemed unnatural in Lawino's eyes. Powder is necessary for individuals who have done evil, but not for those who do not have such antecedents that can separate them from society (Kazmi & Ishaq Khan, 2022). The lines above show that whiteness is unhealthy – "like raw yaws", "like an open ulcer", "pale", etc. Lawino desires a more natural appearance that represents her ethnic heritage. She resists imperialism's cultural and psychological impacts on colonized people, as Ngũgĩ wa Thiong'o highlighted.

To resist imperialist culture further, Lawino continues to show her disapproval of Ocol's conversion to Christianity. Like the hero in Ngũgĩ wa Thiong'o's novel mentioned above, Ocol is alienated from the Acholi culture. She convinces Ocol about the goodness of Acholi traditions:

> Listen Ocol, my old friend,
> The ways of your ancestors
> Are good,
> Their customs are solid
> And not hollow
> They are not thin, not easily breakable
> They cannot be blown away
> By the winds
> Because their roots reach deep into the soil. (P'Bitek, 1989, p. 37)

Ocol does not share Lawino's rejection of European culture, especially religion, because he has no pride in his own local culture, causing Lawino's displeasure. She continues:

I do not understand
The ways of foreigners
But I do not despise their customs,
Why should you despise yours? (P'Bitek, 1989, p. 41)

For Lawino, the White people's customs are suitable for the White people. It is therefore foolish for the non-White people to follow the White people's ways. Okot p'Bitek himself hardly believes that "the two ways of life are equally valid for Africans" (Heron, 1989, p. 18). Mukundi (2021, p. 15) argues that in today's globalized society, Lawino's overvaluation of precolonial beauty definitions disregards societal changes. What African people need now is cultural adaptation without being "brainwashed", despite the preservation of core pre-colonial elements as suggested by Lawino.

As a final point, "The Woman with Whom I Share My Husband" concludes with Lawino's persistent call for returning to Acholi customs:

Listen, my husband,
You are the son of a Chief.
The pumpkin in the old homestead
Must not be uprooted! (P'Bitek, 1989, p. 41)

The loyal bearer of Acholi culture and wife of the newly Westernized husband makes the same request that becomes the final line of *Song of Lawino*: "Let no one uproot the Pumpkin." (P'Bitek, 1989, p. 120). The act of uprooting pumpkin represents the disruption of traditional ways of life brought by colonialism, which often downplays the value of indigenous cultures. Lawino's focus on their ancestral land and traditions demonstrates the continual fight against cultural erasure caused by Eurocentrism.

CONCLUSION

The reclamation of native culture through language is a complex and challenging task for decolonized states. Building on Ngũgĩ wa Thiong'o's decolonization approach of using native tongues to express their pre-colonial pasts and resist imperialist ideology, this article has shown that *Song of Lawino* by Ocol p'Bitek is evidence of decolonization complexities and limitations thereof. By using straightforward, easily comprehensible language translated from the native Acholi, p'Bitek reinforces the work's sense of Africanness through Lawino the title character. The two chapters studied feature a repeated phrase that emphasizes the loss of identity and masculinity of Ocol, Lawino's Westernized husband. Such an unfavorable portrayal of the man as being a non-traditional Acholi man is a resistance to European culture. The inclusion of local vegetation, animals, places, and Acholi vocabulary, such as the Malakwang dish, is another linguistic and cultural resistance.

Following Thiong'o, this article has also shown two conflicting African powers represented by Lawino, the anti-imperialist defender, and Ocol the anti-thesis. Lawino proposes that Ocol use traditional methods to cure his problems, such as a blocked throat, blocked ears, blind eyes, and a dirty tongue – all caused by Western teachings. Okot p'Bitek uses the traditional, uneducated woman, not the intellectual man, to emphasize the importance of safeguarding Acholi culture from the threat of Westernization. This study has therefore shown how important gender dynamics are. Despite Lawino's illiteracy, she is unafraid to criticize Ocol's fixation on Western education, implying that his schooling has made him conceited and estranged from their cultural origins. Lawino desires autonomy and respect for herself. She argues for her right to voice her ideas and make decisions, challenging the idea that women are solely men's property. Lawino opposes patriarchal norms that restrict women's

chances and uphold gender inequality. She challenges the discriminatory practices that often disadvantage women.

Nevertheless, informed by Thiong'o's decolonizing theory, Lawino's staunched resistance to Western culture provides no room for possible positive cultural exchanges, which post-colonial society must inevitably encounter. Changes are inevitable, and adopting aspects of another culture may not necessarily require brainwashing. As a final remark, to stay relevant, future studies should examine *Song of Lawino* within the wider, global cultural contexts.

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Maneuvering Colonial and Postcolonial Resistances with Poetry: A Comparative Study of Nazrul and Walcott

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ABSTRACT
This article aims to place poems by Kazi Nazrul Islam of Bangla literature in a comparative study with those by the Caribbean poet Derek Walcott. Nazrul wrote when his country India was under British colonial rule and Walcott wrote when his Caribbean region was under British colonialism and in postcolonial period. The study becomes inevitable against a backdrop where comparative studies of Nazrul have been conducted with American and European authors who lack similar colonial backgrounds. Additionally, when Nazrul is compared with non-American and non-European authors, his Islamic identity, which transforms into his all-embracing humanity, is often omitted or sidelined. Thus, when poems by Nazrul and those by Walcott are in a comparative study, the two poets from two different marginalized nations exhibit conspicuous affinities in their poetic resistances. This is how this paper looks forward to doing a comparative study of the poems by Nazrul and those by Walcott by adopting the methods of Traditional Literary Criticism and a new comparative study as shaped by Zepetnek. The results which the study yields are that the poets maneuver identical poetic resistances by addressing the nation's unity, revival of history, composition of unique literature, concern for the working-class people, and anti-colonial struggle. The results of the research may contribute to raising cultural awareness among marginalized nations about resisting aggression.

Keywords: Derek Walcott, humanity, Kazi Nazrul Islam, poetic resistance, religio-linguistic hegemony

INTRODUCTION

Kazi Nazrul Islam (1899-1976), the national poet of Bangladesh, is known as the Rebel Poet of Bangla literature. In separate comparative studies with American, Irish, and Martinique authors, Nazrul is critiqued concentrating on the poets' spirit of freedom, spiritual self, and rootedness in native identity. However, doing comparative studies of Nazrul with non-American and non-Western poets is more logical because they offer similar colonial settings. While doing such studies, it is pertinent to look at Nazrul's confident Muslim identity and its manifestation through his all-inclusive humanity. Accordingly, Nazrul may be viewed and the befitting author to do the comparative study with is perhaps Nobel Laureate Derek Walcott (1930-2017) of the West Indies.

Notably, the term "Rebel Poet" seems to be insufficient for Nazrul if, as a whole, the poet's genius and contributions are considered. A rebel conventionally provides the idea that he opposes, or fights against an authority. The cause, for which he fights, may or may not be

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justified. He may or may not be very powerful. However, Nazrul was a poet who fought for justice all his life. Besides, his literary works are immensely powerful and remarkably comprehensive. This is how when Nazrul gave unalloyed efforts to uphold justice, especially with the struggle to uproot British colonizers from India, and endeavors with his robust poetry to serve humanity in whatever way he could, the term "Rebel Poet" became too insufficient.

In retrospect, Nazrul was born in 1899 in India under British colonial rule but died in 1976 in independent Bangladesh which had to achieve independence twice at first, from the British colonizers in 1947 as a part of Pakistan, then from Pakistan in 1971 as Bangladesh. Nazrul's poetic life commenced with the publication of the short story "*Bounduler Atma-kahini*" ("Life Story of a Vagabond") in 1919 (Kamal, 2021, n.p.). Tragically enough, the poetic life ended when on 10 July 1942, the poet was in a children's program on All India Radio, Calcutta, and suddenly fell sick, permanently losing his power of speech (Kamal, 2021, n.p.). During his active poetic life of twenty-three years, he saw British colonial attempts to cause hatred between Hindus and Muslims, meant to destroy the nation's unity in order to weaken the struggle for freedom. He noticed colonial aggression on native linguistic history expressed through aggression on the Persian language itself, and Persian and Arabic words remaining in Bangla vocabulary. The poet observed the declining strength of Bangla literature due to the lack of novelty, the tragic plight of the working-class people representing the majority of the natives, and above all, the British colonial torture of the colonized.

Derek Walcott was born in 1930 in a British colony, Saint Lucia, of the West Indies, and died in 2017 when Saint Lucia and other island states of the West Indies were already independent. His first publication was a self-arranged one. It was a collection of poems titled *25 Poems* published in 1949. But his first literary creation to introduce him into the international arena was the collection of poems *In a Green Night: Poems 1948–1960* published in 1962. The title of the book indicates Walcott wrote his first poem in 1948. Breathing his last in 2017, his poetic life comprises a period of sixty-nine years, much longer than Nazrul's. As from the British colonizers, most Caribbean islands achieved independence in the 1960s and his Saint Lucia in 1979, Walcott saw both colonial and post-colonial disasters and misery. Like Nazrul, he saw possible disunity in his nation, endangered history by being physically apart from ancestral Africa, the absence of unique Caribbean literature, the misery of the poor fishermen who form the majority among the native Caribbean, and colonial and post-colonial hegemonies of naked or deceptive nature

Nazrul and Walcott are from different nations and different times, the former being a Bangladeshi poet with colonial experience and the latter a Caribbean with both colonial and post-colonial experiences. But they resemble figuring out the areas their poetic resistances address in their respective contexts. Thus, this study aims to explore the similarities in maneuvering their poetic resistances that feature attempts at the unity of the nation, construction of historical consciousness, unique literary creativity, service to the working-class people, and anti-colonial ventures. Here, in the translated version, some notable poems and songs by Nazrul are comparatively studied with some widely-discussed poems by Walcott. Walcott's Nobel Lecture is also included because of its being full of poetic dimensions.

When a review of literature for the present research was done, we found a comparative study of Nazrul that has been done with the American poet, Whitman, to explore the poets' poetic concentrations to serve humanity. More specifically, the research aims at showing how, in their respective contexts and times, they uphold humanity which is significantly relevant even today (Tajuddin & Huda, 2015). To critique the research, we find Whitman's humanity is concerned with the value of freedom as a birthright of mankind in general. At the same time, his concern for humanity does indicate the freedom of America from Britain. But there is a truth inherent in the historical fact of American independence in 1776. The truth is that the white Americans themselves, who claim independence from the British occupation, were the occupying side for the native indigenous Americans. So, in Whitman's voice of humanity, there is a touch of paradox. Unlike Whitman, Nazrul represents the indigenous native Indians who have the most painful experience of British colonial occupation of almost two hundred years.

Therefore, for Whitman and Nazrul, perhaps service to humanity has not been the same. Thus, the comparison of Nazrul with Whitman, as done by the research, becomes arguable.

Comparative studies of Nazrul have also been done with European poets. Such research studies Nazrul in comparison with the Irish poet, Yeats. The study argues that Nazrul and Yeats serve humanity, and uphold nationalism, spiritual freedom, and anti-colonialism (Geeti & Habibullah, 2016). The study views that the poets, reflecting common traits of all nations, manifest internationalism. While thus critiquing, the research finds Nazrul and Yeats as firmly rooted in Islam and Catholicism respectively, and associated with socialism. But no matter how much the research claims Yeats and Nazrul experience the same British colonialism in their respective societies, we argue that Yeats's experience has been less agonizing than Nazrul's. The affinities in terms of language, history, culture, religion, and climate have been there between England and Ireland more or less. The affinities, for Yeats, must have reduced the pain of being colonized if compared with the pain in India for Nazrul. Thus, the societies Nazrul and Yeats hailed from were perhaps not homogenous prompting to raise questions about the validity of the comparison of the poets.

There has been a study comparing Nazrul with the Martinique poet, Aime Cesaire, where the former represents a nation under British colonial subjugation and the latter French (Hasan, 2021). The study explores the similarity between the two poets in their involvement with the search for origin, attempt at resistance, and struggle for freedom. But, when literature's functional goal is more important than formal, and accordingly, a study has to set its research lens, the study seems to exhaust itself in its too elaborate focus on perspective and theory. Furthermore, like the research by Geeti and Habibullah (2016), the research views Nazrul as a serious upholder of socialism. The study writes, "[Nazrul and Cesaire] were the members of Marxist or communist parties" (Hasan, 2021, p. 86). Rahaman (2022) also finds Nazrul as a poet who struggles to establish "a subaltern globalism" which indicates the poet is a communist or socialist (p. 121). It is true that in the 1920s Nazrul involved himself with Communism. But as men's later condition is his overall identity, we must not ignore that Nazrul, in the 1930s, wrote hundreds of Islamic songs where to solve the economic crisis of the poor, he emphasizes Zakat (an Islamic economic system stating a portion of money to be given by the affluent and the rich to the poor every year which is the latter's right) among Muslims, not Socialism. Moreover, in his Islamic songs, the poet reflects Sufism meaning a man's profound love for Allah. Embracing a universal spirit is Nazrul's way of serving humanity linked with his origin, literary resistance, and revolutionary zeal which perhaps the research on Nazrul and Cesaire fails to notice.

This being the background of the research, we visualize the research gap in comparing Nazrul with a poet like Walcott. Both the poets have the same colonial experiences mainly by being non-European and non-American. Nazrul directly experiences British colonial torture on his nation. In colonial and postcolonial times, Walcott visualizes oppression and its legacy in the West Indies. We situate Nazrul in his Islamic identity that constructs within him an all-embracing universal self. Thus, the two authors are positioned which they deserve, in their poetic resistances to colonial and postcolonial aggressions, there appears similitude between them in terms of approach to the unity of nation, historical consciousness, unique literary creativity, service to humanity, and anti-colonial struggle.

The purpose of this comparative study is to clarify that colonial and postcolonial aggressions are almost alike in substance despite some explicit differences. For this, the poetic resistances which Nazrul and Walcott's maneuver are the same. The significance of the study is that it may raise awareness among poets and readers about intricate deceptions and inhuman hegemonies of colonial and postcolonial periods. Disappointingly enough, researchers' widely frequented postcolonial studies in the postcolonial world as embedded in mulling over the sorrows of the colonial past. Hasan (2024) rightly questions, "Is postcolonialism all about lamenting and grieving past colonial injustices?" (p.8). In this critical impasse, our research,

for the readers and researchers, may establish a nexus between its findings and the egregious phenomenological experiences of the postcolonially marginalized.

METHOD

To analyze the areas of resistance that Nazrul and Walcott address with their poetry, we adopted the methodology of Traditional Literary Criticism. Actually, "[a]cademic literary criticism … tended to practice traditional literary history: tracking influence, establishing the canon of major writers in the literary periods, and clarifying historical context and allusions within the text" (Brewton, n.d., "Traditional Literary Criticism", para. 1). According to this criticism or methodology, "Literary biography was and still is an important interpretive method in and out of the academy; versions of moral criticism" (Brewton, n.d., "Traditional Literary Criticism", para. 1). Thus, Traditional Literary Criticism has two approaches – the Historical–Biographical Approach and the Moral–Philosophical Approach. The 19th-century French critic H.A. Taine is one of the pioneers of the Historical-biographical approach. This approach advocates analysis of a text based on the life and time of its author. On the other hand, Samuel Johnson and Matthew Arnold are two of the theorists of the Moral–Philosophical Approach. The approach posits that the moral and philosophical aspects of a literary piece are more important than the aesthetic ones. Thus, facilitated by the two approaches of Traditional Literary Criticism, we conducted our research. All the areas of resistance Nazrul and Walcott address with their poetry do reflect poets' lives and times. Accordingly, the Historical-biographical approach was utilized. The poets' poetic resistances have the dimensions of morality and humanity. So, those dimensions were analyzed with the Moral–Philosophical Approach.

Retrospectively, by concentrating only on "European literature and later on European and American literature", Comparative Literature was exhibiting "Eurocentrism" (Zepetnek, 1998, para. 2). So, Zepetnek (1998) introduces means of "a New Comparative Literature" to facilitate comparative study of all the literature of the world with deserving inclusion and equal importance (para. 3). Thus viewing, Zepentek (1998) appreciates "the emergence of new Comparative Literature journals" in "China (Mainland), Taiwan, Japan, Brazil, Argentina, Mexico, Spain" and so forth (para. 4). But the problem is in a post-colonial era, a number of countries have become owners of nuclear weapons and they wish to follow Europe and America by dominating the fields of politics, economy, and culture. So, "new Comparative Literature" may give rise to a new complex centrism failing again the goal of comparity in literature.

Yet from *Comparative Literature: Theory, Method, Application* by Steven Totosy de Zepetnek, we took into account ten general principles of Comparative Literature because they at least try to deviate away from "Eurocentrism" with a new approach. From those principles, some were adapted to some extent and used as the theoretical foundation for the present research. Thus, we preferred Zepetnek's First Principle of choosing "how" instead of "what" while doing the comparison (1998, para. 6). We preferred the Second General Principle "to move and to dialogue between cultures, languages, literature, and disciplines" (1998, para. 7). We at last picked the Seventh General Principle of "theoretical, methodological as well as ideological and political approach of inclusion. This inclusion extends to all Other, all marginal, minority, and peripheral and it encompasses both form and substance" (1998, para. 12). The First Principle was applied to delve deep into the major portion of the comparative study of Nazrul and Walcott. It was to find out not in "what" but "how" the poets, in their poetry, are identical in exerting resistances. With Zepetnek's Second General Principle, we tried to make a comparative exploration of how Nazrul and Walcott address and uphold their respective marginalized literatures in colonial and postcolonial contexts. Their measures of resistance with poetry indicate their recognition of the native literature. The ventures of applying unique literary creativity even showcase their attempts at enriching their literature. Applying the Seventh General Principle, we made use of the suitable approaches of theory, methodology, and politics pertaining to inclusion in order to ensure a thorough portrayal of the marginalized - the colonized of India and the West Indies.

FINDINGS AND DISCUSSION

Here the explicit connections of the methodologies with the analysis of the findings have been shown with more specification. As has already been mentioned, Nazrul and Walcott, with the help of their poetry, address five similar areas of resistance – unity of the nation, historical consciousness, unique literary creativity, addressing humanity, and anti-colonial spirit. All these areas reflect the poets' biographies and times of subjugation. So, as methodology, the Historical–Biographical Approach of the Traditional Literary Criticism was applied for analysis. Again, the poets' areas of resistance do have inherent morality and humanity as factors more powerful than aesthetic ones. So, to analyze them, we applied the methodology of the Moral–Philosophical Approach of Traditional Literary Criticism. Significantly enough, Zepetnek's First Principle of finding out "how" was utilized for a comprehensive comparative study of the poets with regard to their identical resistances. Zepetnek's Seventh General Principle was also set as a critical lens because it provides the scope of theoretical, methodological, and political advantages of inclusion while concentrating on the marginalized – India of colonial period for Nazrul and the West Indies of colonial and postcolonial periods for Walcott.

Unity of the nation

Nazrul, in a colonial context, realizes the deceptive British colonial policy called "divide and rule" for weakening the Indian nation by causing distance and hostility between Hindus and Muslims, the two major religious communities of India. To the poet, religious wisdom strongly advocates religious harmony among followers of different religions. It is to be felt and implemented more in a country under colonial occupation for the sake of unity which will enable a nation to achieve freedom. In his poem "*Mora ek e brinte dui ti kushum*" or "We are two flowers on the same stalk", Nazrul writes both Hindus and Muslims in India live under the same sky, the same sun, the same moon, and in the same earth. They are near and dear ones to one another. But men cannot identify near and dear ones in darkness, and accordingly, can consider one another as enemies. Similarly, in a time of illusive confusion or "discursive camouflages" authored by the British colonizers, Hindus, and Muslims cannot understand how close actually they are (Rahaman, 2022, p. 121). Removal of the illusive colonial confusion means the end of darkness and the arrival of daylight unfolding the faces of the near and dear ones resulting in their return to cordial unity which will surely end colonialism. Nazrul stresses the unity between the two communities for the truth of religions and the independence of India. The poet (2013) writes,

> We are two flowers on the same stalk-Hindu and Muslim,
> The Muslim is the jewel of its eye, the Hindu is its life,
> In the lap of Mother sky we swing like sun and moon;
> …
> Not recognising each other in the night's darkness, we come to blows;
> but in the morning we shall know each other as brothers.
> We will weep and embrace each other,
> we will ask each other's pardon. (trans. by Chatterjee)

Comparing the motherland, India, with mother in *"Kandari Hushiyar"* ("Boatman, Beware"), the poet says that the sons of India, the motherland, are in colonial subjugation and torture. Their common identity is they are the sons of India. When freedom is necessary as humans, it is extremely unwise to prioritize Hindu or Muslim identity that hinders the process of achieving freedom. Nazrul wishes to have leaders who will be free from the deceptive impact of colonialism. Nazrul, in *"Kandari Hushiyar"* as an example, expresses "aspirations for a decolonial leadership", that "will diminish the inherent tensions between Hindus and Muslims and spearhead a united struggle against colonial rule in India" (Rahaman, 2022, p. 126). This is what Nazrul reveals in *"Kandari Hushiyar".* He (1997) writes,

Boatman! Today is put to test
Thy vow for the liberation of thy Mother.
"Hindus or Muslims, who are they?"
Well, who doth make the query?
Boatman! Tell him that there's being drowned
Man, son of my Mother! (p. 354, trans. by Hakim)

This is the poet's attempt at the nation's unity.

Walcott observes the diverse population of his Caribbean islands, including Africans brought as slaves and Indians as indentured workers. Even in the postcolonial era, he emphasizes the necessity of unity among these varied ethnic groups. So, the poet, in his Nobel Lecture in 1992 when almost all islands are independent, does not forget to encourage people of Indian origin. Walcott pays homage to the Caribbean of Indian origin in the same way he does this to those with African. When truth states that a problem has to be enumerated before its formation and accordingly it has to be solved, Walcott wisely gives effort at diminishing a possible problem of division among the Caribbean nation. Emphasizing unity, the poet's articulations are to be seen in his Nobel Lecture. Including both the communities with equal love, Walcott (2013) says, "It is such a love that reassembles our African and Asiatic fragments … Antillean art is this restoration of our shattered histories" (para. 11). While sonorously decoding his feelings, he observes the pain of both types of people in their being permanently disconnected from their original continents and shattering of histories, which again turns into delight and pride in the Caribbean. The very art of the Caribbean, according to Walcott, is the reorganization and the revival of the pasts both for the Africans and the Indians in the Caribbean. When in a post-colonial setting with a more complex equation, there is immense pressure on smaller nations from the bigger ones, successful survival is a must for the Caribbean nation. Knowing it quite well, Walcott's voice, with implicit poeticity, stresses his nation's unity.

Historical consciousness

Nazrul remains firmly attached to his historical background which he gives expression to in his literature. History plays a vital role in shaping the identity of a nation, So, Nazrul emphasizes historical consciousness in order to motivate the colonized Indians to make them conscious about their history and confident about a successful anti-colonial movement. In his poem "*Kandari Hushiyar"* ("Boatman, Beware"), Nazrul remembers the defeat of Nawab Siraj-ud-Dowla at Palashi or Plassey on 23 June 1757. Through the defeat, Bengal, Bihar and Orissa lost independence to the East India Company of Britain. The defeat at Palashi was really the key factor to the expansion of British colonial rule in most parts of India and even Asia. *Banglapedia* writes,

> For the English East India Company, Bengal was the springboard from which the British expanded their territorial domain and subsequently built up the empire which gradually engulfed most parts of India and ultimately many parts of Asia as well. (Banglapedia, 2021a, para. 1)

In "*Kandari Hushiyar",* the poet says that the sword of Robert Clive, Lieutenant-Colonel of the British force, turned red with the blood of the native at Palashi. Here the poet means the death of hundreds of native soldiers at the hands of the British. Notably, the British Army earned the victory in a way that was conspiratorial or shrewdly political, never heroic. *Banglapedia* writes,

> The English won the victory at Palashi owing to the strength of their conspiracy leading to treason within Sirajuddaula's camp. The defeat of the nawab was political and not a military one. (Banglapedia, 2021a, para. 18)

Upholding the history, Nazrul creates the imagery of a boat that faces a storm in the ocean for which the boatman has to be very cautious. Here the boatman is an imaginary leader of the anti-colonial struggle. The poet (1997) writes,

> Boatman ! Before thee lies the field of Plassey,
> There where the sword of Clive became red
> With the blood of Bengalis !
> In the near-by Ganges was set, alas !
> The Sun of India. (p. 355, trans. by Hakim)

Then, the poet remembers all the freedom fighters who have been hanged or murdered from 1757 till the 1920s and 1930s, his contemporary time. Those martyrs, the poet says, are watching how the present generation is fighting against the colonizers. The poet is optimistic that India will surely achieve its independence. He (1997) writes,

> That sun will rise again, red with our blood.
> Those who sang of the victory of life on the scaffold
> Are present here in spirit to witness
> The sacrifice we offer,
> This is the Great Ordeal, for the restoration
> Of the nation; (p. 355, trans. by Hakim).

Thus, Nazrul utilizes his historical consciousness to reinforce the anti-colonial struggle.

On the other hand, Walcott has to go along an intricate trajectory when he upholds his history. It occurs due to his mixed ancestry emanating from his black grandmothers and white grandfathers. Hence, in "A Far Cry from Africa" of *A Green Night* (1962), he reveals his confused state of mind and writes: "I who am poisoned with the blood of both, / Where shall I turn, divided to the veins?" (1986, p. 18). In the poem, the poet remembers the cruel British colonial aggression on Kenya. However, the poet afterward resolves his confusion regarding self-identity resulting from mixed blood. Its reflection can be found when Walcott gives interview to Edward Hirsch for *The Paris Review* in 1985 and says, "I am primarily, absolutely, a Caribbean writer", never an English (1986, para. 17). Later in his Nobel Lecture in 1992, he posits, "Antillean art is this restoration of our shattered histories, our shards of vocabulary, our archipelago becoming a synonym for pieces broken off from the original continent" (2013, para. 11). The poet wants to mean that Caribbean people have their root in Africa despite their physical separation from the continent. So, when he is "…primarily, absolutely, a Caribbean writer", his history finds its permanent location in African innocent and panoramic civilization, on which "A Far Cry from Africa" has already been written by the poet. In the poem, the poet (1986) writes,

> Threshold out by beaters, the long rushes break
> In a white dust of ibises whose cries
> Have wheeled since civilization's dawn
> From the parched river or beast-teeming plain. (p. 17)

The poet reminisces how innocent African tribes have hunted animals and birds since time immemorial in the beautiful plain of the continent. With the approach of the hunters, unnumbered white ibises in the river and the plain have been startled and have instantly been flying away into the sky turning the whole environment white with the whiteness of their wings. To Walcott, it has been the history and civilization he belongs to. This is indicated by his overwhelmed stance when describing beautiful Africa. Thus, Walcott simultaneously gives a robust reply to Hugh Trevor-Roper, a British historian of colonial time, who, opining that Africa had no history, stated, "… there is only the history of the Europeans in Africa" and "The rest is largely darkness …" (as cited in Badawi, 2017, paras. 25-26).

Thus, is available the poet's declaration about himself as a Caribbean poet with roots and history in Africa, Walcott includes this history in "The Sea is History" published in *The Star-apple Kingdom* (1979) and goes further. In the poem, the poet mentions the history of his very own ancestors who, while being brought from Africa across the Atlantic on ships, were thrown into the ocean for their being sick or dead after torture. The poet (1992) writes,

> Where are your monuments, your battles, your martyrs?
> Where is your tribal memory? Sirs,
> in that grey vault. The sea. The sea
> has locked them up. The sea is History. (p. 364)

This is how Walcott manifests history that includes Africa, slavery, and colonial experience which contributes to solidifying the confidence of the Caribbean in colonial and post-colonial settings.

Unique literary creativity

To analyze Nazrul and Walcott's ventures at introducing unique literatures of the marginalized natives under colonial and postcolonial occupations, Zepetnek's Second General Principle was applied too. The methodology facilitated a thorough comparative study of the poets' recognition and enrichment of the native literature victimized by subjugation.

The Modern Period of Bangla literature started in 1800 AD and continues until today, as pointed out by *Banglapedia* (2021). *Banglapedia* further writes that Tagore phase (1890-1930), Post-Rabindra phase (1930-1947), Post-Partition era (1947-1971), and Bangladesh Era (from 1971 onward) are different segments of the Modern Period of Bangla literature.

During the Tagore phase (1890-1930) of the Modern Period, Rabindranath Thakur (not Rabindranath Tagore, to maintain the originality of the name) was the most versatile and influential poet. He has been awarded the Nobel Prize in Literature in 1913. But, if noticed minutely, Thakur has been awarded the Nobel Prize not for his contribution to Bangla literature. It is rather English literature which he enriches, for which he is awarded with the prestigious prize. He translates *Gitanjali*, a collection of his poems, into English with the help of W.B. Yeats, and that translation enables him to win the award. To the Nobel Prize committee, Thakur wins the prize "because of his profoundly sensitive, fresh and beautiful verse, by which, with consummate skill, he has made his poetic thought, expressed in his own English words, a part of the literature of the West" (The Nobel Prize in Literature 1913, 2024, para. 1). Thus, during the British colonial period of India, he achieves the prize by contributing to English literature. Fanon (1963) opines, "In the colonial context, [native] culture when deprived of the twin supports of the nation and the state, perishes and dies" (p. 177). Thakur, in his case, participates in causing the native Bangla literature to perish and die, far from attempting literary decolonization of it.

There have been authors in Tagore Phase, writing their literary pieces following Thakur. Though the Post-Rabindra phase (1930-1947) consisted of poets and writers upholding a spirit of freedom from colonial subjugation, the 1930s may be called a time when literary figures were Eurocentric besides being Thakurian. To Bandyopadhyay (2018), the literary figures thrive in Kolkata, a city under the overwhelming impact of Thakur. But Nazrul, with his unique pondering over Persian, Arabic, Indian, and Bangladeshi indigenous literature, comes out of Thakur's circle and stops being Eurocentric in a country under British colonial rule. His attachments to Perso-Arabic and Indo-Bangladesh literature do convey internationalism. To Hussain (2022), "[Nazrul's] literary internationalism [is] by no means Europe-unlike the Eurocentric metropolitanism of his contemporaries known as the modernists of the 1930s" (para. 4). Nazrul knows very well that "[t]he colonial situation brings national culture virtually to a halt" (Fanon, 1963, p. 171). Accordingly, he attempts at decolonization with his unique genius. To Uddin (2021), it is "[a] comprehensive decolonization" (p. 153).

Thus, Nazrul gives birth to a new trend in Bangla literature with his unique creative power. Nazrul can do it because it is his natural endowment, even "transcendental" (Langley, 2007, p. 31). With this incomparable aptitude, he gives birth to a new trend in Bangla literature

because he has to empower native literature so that the cultural hegemony of the colonizers can be resisted. As the Palestinian poet Darwish, with the power of his metaphors, engages himself "in shaping Palestinian culture and awareness" to resist Israeli occupation, Nazrul is busy resisting British occupation with his creativity (Al-Sheikh, 2021, p. 80). From numerous examples that exhibit Nazrul's unique creative power, the song *"He Madinar Bulbuli go gayle tumi kon gazal"* may be focused. In the song, the poet compares Prophet Mohammad (pbuh) with a nightingale in a desert. The manner in which the melodious tune in the song of the nightingale can produce a cheerful environment overcoming the sandy and colorless appearance of the place, in the same manner the Prophet has established love and peace in Arab society with the message of Islam. This is how the poet writes about the Prophet's success in spreading Islam in Arab and across the world. The poet writes how the Prophet turns the desert into a garden of hope and aspiration where his companions embrace martyrdom with satisfaction. Nazrul writes,

He Madinar Bulbuli go gayle tumi kon gazal
Marur buke uthlo phute premer rangin golap dal.
Duniyar desh-bidesh theke, gaaner pakhi uthlo deke
Muazziner azan dhoni uthlo vedi gagan tal.
Saharar dagdha buke racha tumi Gulistan
Shetha ashab shob vromor hoye shahadater gaylo gaan
Doyel kokil dole dole Allah Rasul uthlo bole
Al-Qur'aner patar kole Khodar namer boylo dhal. (1997, p. 609)

[Translation:
O thou nightingale of Madina!
What's that ghazal from the lips of thine
Which has made the rose of love
Bloom in the bower of desert wild?
The song-birds started singing
In regions far and wide!
Thro the heights of the ethereal sky,
Rang the Muazzine's melodious cry!
In the Sahara desert, parched and dry,
Thou had created a garden of flowers
Where the companions came like bees
And hummed the hymn of "*La Shareek*'!
The myriads of song-birds came apace
And sang the song of Allah and the Prophet!
Under the leaves of Al-Quran
Swelled the flood of Love Divine ! (1997, p. 610, trans. by Rahman)]

While conveying the meaning, the poet appears with the stunning power of his unique creativity. We see him mingling Bangla, Arabic, and Persian words in a mellifluous mixture. In the first couplet, *gazal* (a Middle Eastern and sub-continental song and lyric poem), an Arabic word, rhymes with *dal* (group), a Bangla word. The third line contains inner rhyming and the fourth line forms a couplet with the first line as a singer or a reciter repeats the first line after the fourth. Then, again the fifth line couplets with the sixth line while the rhyming words are *Gulistan (*garden), a Persian word, and *gaan* (song), a Bangla word. This is how Nazrul appears in the scene with his extraordinary uniqueness in literary creativity. Islam (2021) writes, "In the 1000-year history of Bengali music, Nazrul was perhaps the most original creative talent" (para. 10). Or, as opined by Langley (2007), "What is certain is that he [Nazrul] wombed within himself a spirit of rebellion and creation that has few peers in literary history" (p. 38). Thus, Nazrul outmaneuvers the British mechanism of removing Muslim presence from Bangla literature which they applied through the attempts to remove Persian and Arabic words from Bangla in 1800 and 1835. While resisting colonial aggression, the poet mixes up poeticity

with intellectuality and replies to the colonizers' linguistic aggression equally. Rahaman (2022) writes,

> Nazrul Islam took on the role of a "coloni[z]ed intellectual" (Fanon 236-39), adopted his aesthetics of resistance, and continued to learn how colonialists can be confronted with the very physical and cultural forces they have wielded upon the physical and psychic world of the coloni[z]ed. (p. 124)

In this manner, Nazrul takes Bangla literature to a new height to build cultural confidence among native Bengal people, especially Muslims, to encounter colonial cultural aggression.

One's language is not simply the meaningful combination of some letters to form words that are to construct meaningful sentences. Being concerned with one's culture establishes an inalienable connection with one's views about the world. Ravishankar (2020) opines, "The ways in which we use words and associate them with one another, contain in themselves underlying perspectives of the world from specific cultures" (p. 2). But history provides testimony that colonizers try to uproot the language of the colonized as their cultural aggression for the convenience of their colonial occupation. So, uprooting one's language means uprooting one's "underlying perspectives of the world" (Ravishankar, 2020, p. 2). Therefore, it is "Linguistic violence" "committed against a very culture, one from which it may never fully recover" (Ravishankar, 2020, p. 1).

If the gradual extinction of the language of the colonized at the hands of the colonizer is "[l]inguistic violence", the same tragedy was almost fulfilling to the Bangla language in colonized India. But here the tragedy was more intense by having a touch of colonizers' attempt at exciting religious disharmony and conflicts among the natives. Notably, the Bangla language has always nurtured the usage of Perso-Arabic words since ancient times. In fact, "From ancient times Bengal and Iran had been in contact with each other" because "[t]here was trade between the Indian ports" and the Persian ports like "Ubulla, Omana" (Banglapedia, 2021b, para. 8). With the Persian traders, came "Sufis and darwishes" which resulted in Bengali people's acquaintance with "the QURAN and Sunnah in Arabic, as well as with Persian, the language of the Sufi preacher" (Banglapedia, 2021b, para. 9). Thus, with the passage of time, Perso-Arabic words entered into Bangla vocabulary and enriched it conspicuously. Quoting Sofa, Uddin (2021) finds 'the Persian impact on Bangla as "a remarkable turn in a river if language is compared with it" (p. 127). It means, to Sofa, the Persian impact is a natural occurrence in the field of language' (p. 139). So, in Bangla, there was "a legitimate and natural historical context of Persia" (Uddin, 2021, p. 140).

But, by establishing Fort William College in present-day Kolkata at the beginning of the 19th century, the British colonizers, under a predatory pretext, tried to remove Perso-Arabic words from Bangla keeping only Sanskritized ones. Uddin (2021) writes,

> [F]ollowing the establishment of the Bengali Department at Fort William College in Calcutta in 1801, the efforts of its head, William Carey, and his associate Bengali scholars, made Bangla fit for fine prose" (Banglapedia, 2021a: para. 12). Actually, it was not an effort to make Bangla "fit for fine prose"; it was rather an effort to remove Persian and Arabic words from Bangla. (p. 141)

The attempt targeted not only the gradual weakening of Bangla but it was also to divide the nation with religious disharmony as Perso-Arabic words of Bangla were more associated with Muslims whereas Sanskrit ones were with Hindus. In fact, 'Fort William College has been seen by many writers as the "origin and fount of linguistic division", part of a colonial plot of divide and rule (Rai 2001, 23)', viewed by Safadi (2013, pp. 38-39). Hence, the hegemony may be termed a religio-linguistic hegemony. The hegemony continued until the 1920s and 1930s, the decades when Nasrul writes. And Nazrul successfully deals with that hegemony with literary uniqueness from his arsenal. Thus, one may see Nazrul's unique literary creativity, and his ability to connect it with wider social and national contexts

Walcott, in his case, arrives with his unique creative talent too. He provides testimony of his unique creative power as he invents *vers libre*, a new type of rhyming and arrangement of meter. *Vers libre* permits various types of rhyming and meter arrangement, facilitating a poet to successfully accommodate all his essential feelings and thoughts in a spontaneous manner. Thus, Walcott came up with his invention to give uniqueness to Caribbean literature that has long been under the impact of iambic pentameter, an English creation. His poems "Parades, Parades" and 'The Wind in the Dooryard' of *Sea Grapes* are the two examples where *vers libre* is applied. In "Parades, Parades", the poet writes,

> There's the wide desert, but no one marches
> except in the pads of old caravans,
> there is the ocean, but the keels incise
> the precise, old parallels
> there's the blue sea above the mountains
> but they scratch the same lines
> in the jet trails- (1981, p. 72)

Walcott applies his unique creative power to build a unique Caribbean literary arena for constructing a confident Caribbean nation in a world of post-colonial hegemony.

Addressing humanity

In 1757, Nawab Siraj-ud-Dowla, the Nawab of Bengal, Bihar, and Orissa, was defeated by the British Force of the British East India Company. Consequently, Bengal, Bihar, and Orissa lost independence. As the Company took the administrative power, within twelve years, there occurred the catastrophic famine of 1769 to continue until 1773 which is known as *Chiattorer Monnontor* or The Great Famine of Bengal. Horribly enough, "[a]s many as ten million people, a third of the entire population, died as a consequence" (Bengal Famine of 1770, para. 1). Natural calamities disturbing the production of crops were responsible for it. Equally or more responsible was the British occupation, that is "[d]rought, bad harvests, and British economic and administrative policies all contributed to its catastrophic proportions" (Bengal Famine of 1770, para. 1).

From the disastrous event of 1769, it is understandable what the British attitude to the natives was like. Predictably, poor working-class people were the worst victims at their hands. The truth is emphasized by Uddin and Ferdous (2014) who write, "It is commonly seen that when colonized, the worst victims are the working-class people" (p. 83). Nazrul, after arriving in the scenario in the 1920s, finds the working-class people under the same tragic circumstances. In "*Daridryo"* ("Poverty"), the poet mentions about the poverty of his own life. The poet writes a poisonous snake has poison in its body. It may die with a bite from another poisonous snake. That means a poisonous snake has self-destructive poison in its own body. Similarly, the poor poet or any poor man is like a poisonous snake carrying poison-like poverty in his own life. In "*Daridryo"*, the poet addresses himself and writes, "Thou art the serpent, born in pain" (1997, p. 417, trans. by Chowdhury). With experience gathered in his own life, the poet truly realizes the pain of poverty that poor people face every day. In "*Krishaner Gaan"* ("The Song of the Peasant"), the poet writes that before the colonial invasion, farmers were happy in their agrarian life. But with the arrival of the colonizers, there occurs misery in their lives. So, in the poem "*Krishaner Gaan",* the poet appeals to the farmers of Bengal to fight fearlessly against the colonizers with a view to bringing back the past happy days. The poet writes,

> Arise, O tiller of the soil,
> Hold the plough in your iron grip.
> Since we are all going to die
> Let us die a glorious death.

We had our fields green with paddy
Our country, once upon a time, was full of laughter.
But the robbers from the shopkeepers' nation
have plundered us bare
Today our misery is endless indeed.
They are plucking out the golden hairs from my mother's head.
…
Arise today, O tiller of the soil,
…
Today, Comrade, we shall make the robber-king bow down and yield. (1997, pp. 334-35, trans. by Chowdhury).

The poet also posits that the native upper and middle class, together with the colonizers, contribute to increasing the suffering of the poor working-class people who are the majority of the Bengal population in India. In "*Kuli-Mojur"* ("Coolies and Labourers"), the poet speaks about an incident in a rail station. The poet mentions that an aristocratic person knocks down a porter to the ground. Seeing it, the poet says,

Tears rushed into my eyes.
Will the poor get beaten like this
Throughout the world and for ever? (1997, p. 309, trans. by Chowdhury).

Then the poet cannot help threatening the whole class of the aristocrat. Though the poet is ostensibly a supporter of Communism at the time of writing the poem, in the very poem the poet defies the socialist viewpoint of a society that gives no room to any class difference. He expresses his opinion that all humans will be equal as human beings despite their differences in terms of affluence, with no shortage of basic needs among the poor. It is perhaps the reflection of Shorif's opinion that "Nazrul was a socialist but not an atheist" (2014, pp. 86-87, trans. ours). Nazrul's being a non-atheist in contradiction with his being a socialist perhaps foreshadows his complete shift to an Islamic solution to poverty in his mature years. In "*Kuli-Mojur*", the poet's implicit opinion states that money and wealth are not enemies; it is rather the approach towards them that matters. Thus, the poet appeals to all the men of the world to be united and equal so that an insult to one by somebody can be a matter of shame for all. In the poem, the poet writes,

You answer that the coolies are paid.
Shut up your lips,
You liars and cheats.
…
Today let us all be equal and free.
…
Let the disgrace of one
Be considered a shame
To the whole of mankind. (1997, pp. 309-11, trans. by Chowdhury)

The poet reaches a global scenario, appeals to "all", and wishes them to "be equal and free", and this he reveals to "the whole of mankind". Here Nazrul is "on behalf of unity and the moral and psychological solidarity" with the poor working-class people of the whole world and appeals to the people of other classes to join him (Langley, 2023, p. 171). In other words, Nazrul is "championing human unity" (Langley, 2007, p. 118). However, in the category of poems that try to give a voice to the poor working class, "*Manush"* ("Man"), "*Chor-Dakat"* ("Robbers and Dacoits"), "*Raja-Proja"* ("Kings and Subjects"), "*Sharbahara"* ("The Lonely Island"), and "*Sromiker Gaan"* ("The Song of the Worker") are some of the other noteworthy poems (1997). In the 1930s, in a mature stage of life, Nazrul wrote hundreds of songs focusing again on poverty at the grass-root level. Here the poet considers Zakat of the Muslim

community as an effective way of a "humanitarian economy" to alleviate poverty (Hoque & Uddin, 2016, p. 44). In the song "*Eid Mobarak*", the poet writes,

> You must empty your heart and
> make a gift of yourself
> you who are very calculating,
> do not sit down to calculate! (1997, p. 470, trans. by Chakravarty)

In the original, in Bangla, it is "*Buk khali kore apnare aj dao Zakat"* (1997, p. 466) meaning "You must empty your heart and / make a gift of yourself". Here "a gift of yourself" means Zakat. In "*O monramjaner oi Rojarsheshe*" or "O Heart, there comes the happy Eid", the poet sings,

> Spend all your wealth today for the sake of the Lord,
> give generous zakat to the dying Muslim,
> awaken him from his tragic sleep. (1997, p. 523, trans. by Chowdhury)

By "tragic sleep", the poet refers to the indifference of those rich Muslims who are careless about their duty of paying Zakat to the poor. Thus, for solving the crisis of poverty, the poet refers to the Islamic economic system for the Muslims while for others he perhaps advocates a human-friendly system that is at least not Socialism or Marxism, far from being Capitalism or "market globalism" (Langley, 2007, p. 102). To clarify further the point of Nazrul's departure from Marxism or Communism, the poet's later attachment to Sufism as expressed in many of his songs may be construed. Such a song of Sufism is *"Khodar premer sharab piye behush hoye roi pode"* (1997, p. 535) or "Drunk with the wine of divine love / I am oblivious of all" (1997, p. 536, trans. by Chowdhury).

Thus, Nazrul writes myriads of literary pieces upholding the cause of working-class people like farmers, laborers, and porters. This is the poet's attempt to resist the onslaughts of the colonizers, upper class, and landlords upon the poor. For Walcott, fishermen are the working-class people, the majority in the Caribbean islands. So, Walcott never turns his face away from those fishermen. In his poems, more often than not, fishermen remain at the center of attention. In the poet's epic poem *Omeros* (1990), major Caribbean characters are fishermen. They are shown as the fishermen of Walcott's very own island Saint Lucia. Almost in the shadow of *Iliad* and *Odyssey* by Homer, Walcott chooses the story of *Omeros*. Achilles, Hector, and Helen of Iliad and Odyssey are the names of the three major characters of *Omeros*. In Walcott's epic poem, Achilles and Hector are fishermen. However, in many other major poems, Walcott tries to represent the fishermen. In his first personally published collection *25 Poems* (1949), Walcott includes the poem "The Fishermen Rowing Homeward" where fishermen are glorified for their natural wisdom in encountering life and nature. In the poem, the poet writes that fishermen, while returning home from the sea in the dusk, do not bother themselves facing silence and motionlessness in nature, sea, and sky. This confident stance is their confusion-free insight with regard to life and nature. But Walcott seems to say he declines because he cannot possess the power of the fishermen. In the poem, the poet writes,

> The fishermen rowing homeward in the dusk,
> Do not consider the stillness through which they move.
> So I since feelings drown, should no more ask
> What twilight and safety your strong hands gave. (as cited in Ford, 2016, para. 1)

Ford mentions various possible meanings of the poem. To Ford (2016), the above-mentioned lines, besides hinting at other meanings, indicate Walcott's feeling to "envy the fishermen's stoical lack of reflectiveness" (para. 2). While thus indicating failure and pain, the poet highlights fishermen's stoic aptitude. In chapter XXVII of *Midsummer* (1984), the poet deplores the fact that the rich men, mostly from Europe and America, are occupying the West

Indian islands with their luxurious villas. The poet writes, "[T]he villas have fenced-off beaches where the native walk" (1986, p. 486). To Walcott, it is not only the physical marginalization of the ordinary Caribbean with fishermen as the majority, but in the region's overall scenario also it is their marginalization.

Thus, Walcott upholds the Caribbean fishermen. It is the poet's commitment to save them from misery in a world where capitalistic race is rampant and stronger nations, with local upper classes, make the life of the poor ordinary people difficult and miserable in the whole world.

Anti-colonial spirit

Nazrul has always nurtured and held high his anti-colonial spirit. In this discussion, "*Bidrohi"* or "The Rebel", among all the literary pieces by Nazrul, is bound to come to the forefront as the most significant poem of the anti-colonial struggle. The poem expresses the tremendous power of destruction meant to build or firm the objective of "deliberate destruction and creation" (Langley, 2007, p. 65). Against the British colonizers in India and all such evil forces elsewhere in the world, the poem is "his political, linguistic, even metrical rebellion all at once" (Hussain, 2022, para. 1). In this poem, the poet declares his head is forever to remain erect, and it never bows down and submits to the British colonial rule. The poet writes, "Say, Valiant, / Say: High is my head!" (1997, p. 12, trans. by Chowdhury). With outright rejection of the British rule which considers itself as God for the native Indian, the poet writes,

> Piercing the earth and the heavens,
> Pushing through Almighty's sacred seat
> Have I risen,
> I, the perennial wonder of mother-earth! (1997, p. 12, trans. by Chowdhury)

In "*Anandamoyer Aghamane"* or "The Coming of Anandamoye", which is "a galvanic anti-colonial rhetoric" to Rahaman (2022), Nazrul symbolically evokes divine intervention to end the crisis in India caused by the colonizers (p. 121). Here, of course, Nazrul wishes the divine intervention through patriotic Indians. The poet writes, "India today is a butchery-when / will you arrive, O Destroyer?" (1997, p. 608, trans. by Kamal). In response, British rule arrested Nazrul in 1922 and brought a charge of sedition against him. As his statement, the poet writes his famous essay "*Rajbondir Jobanbondi"* (The Statement of a Political Prisoner) on 7 January 1923. The poet, in this statement or essay, writes, "I am the flute to declare the truth of the God. The flute can be destroyed. But who will destroy the God?" (2009, p. 10, translation ours). The poet means human Nazrul can be destroyed but not the truth of God which states that British colonial rule in India is a gross violation of humanity. Habib writes, "Nazrul actually wanted the triumph of truth and expressed in his essay an earnest longing to have an Independent India removing colonialism and its torture" (2009, p. 8, translation ours). However, Nazrul is later sentenced to one-year rigorous imprisonment. While in Hooghli jail, the unstoppable poet writes the song "*Ei shikol pora chol*". In this song, the poet poetically reveals how the political prisoners and the colonized people will break the shackles while remaining imprisoned in shackles. He also writes their imprisonment is "to erode the fear of all" (Islam, 2010, p. 11).

In the Hooghli jail, protesting against the jail superintendent Mr. Astern's torture of political prisoners, Nazrul and his friends start a hunger strike. *Anandabazar Patrika,* on 23 May 1923, writes in its editorial that Nazrul continues the hunger strike for forty days and, at one stage, the poet's physical condition becomes critical, then food is forced through his nose and the poet starts to bleed from his nostrils (Islam, 2010). Thus, the poet, in his entire life, fights against colonialism both physically and poetically because, to him, literature perhaps means an aesthetically conveyed serious affair at the service of humanity, not opportunistic equivocation or amateur aestheticism.

Walcott's anti-colonial struggle is conspicuous and noteworthy too. For centuries, the islands of the West Indies had been under colonial occupation mostly of Britain and France. In 1958, the West Indies Federation came into being to achieve independence from Britain as a single state. However, because of internal conflicts, the Federation shattered in 1962. The major

islands like Jamaica and Barbados achieved independence in the 1960s. Walcott's Saint Lucia achieved independence in 1979. So, Walcott, who was born in 1930, sees the time when colonial occupation at the physical level starts to loosen. So, Walcott duly fights against the still-existing colonial impacts on the culture, nature, and economy of the Caribbean.

In Chapter VII of "Tales of the Islands", the poet writes about how Caribbean nature is destroyed by the colonizers' commercial activities in the islands. The pools, which are called Maingot by the fishermen remaining between the ocean and the jungle, are full of dart which is the waste of the colonizers' commercial activities in the plantations. For the same reason, the bamboos of the islands look extremely shabby. Walcott writes,

> 'Maingot' fishermen called the pool [is] blocked by
> Increasing filth that piled between ocean
> And jungle, with a sighing grove
> Of dry bamboo, its roots freckled with light
> Like feathers fallen from a migratory sky. (1992, p.25)

Disappointingly enough, the destruction of nature continues even after the colonial period is over. It happens as the Caribbean economy decides to depend on reckless tourism. The imprudent development policy even tarnishes Indigenous self-reliant strengths like marine fisheries. As a result, on many islands, fishermen find life very harsh. In "The Virgins" of *Sea Grapes* (1976), the poet (1981) shows Virgin Island, one of the islands of the Caribbean, where life moves at a "funeral pace" because normal life of the native people who are fishermen is severely disturbed by tourism (p.17). The poet ironically mentions, "I am reminded / of life not lost to the American Dream" (1981, p.17). He actually means the happy life of the Caribbean destroyed by the American Dream. He means so as the American dream means "the belief that everyone in the US has the chance to be successful and happy if they work hard" and thus success indicates having material possessions to earn happiness with no regard for humanity or true well-being (The American Dream, n.d.). In his Nobel Lecture, the poet mentions how Caribbean culture of varied nature is not represented to the tourists causing "seasonal erosion of their identity" (2013, para. 43). This is how we visualize Walcott's firm anti-colonial stance in a colonial context as well as "in the face of an ever-aggressive and dominant Euro-American economy and culture in post-colonial context" (Uddin, 2015, p. 99).

CONCLUSION

In conclusion, the findings of the research show that both Nazrul and Walcott are similar in maneuvering their poetic resistances to colonial and post-colonial aggressions, with Nazrul focusing on colonial, and Walcott on both colonial and postcolonial. The poets venture into nation's unity, historical consciousness, unique literary creativity resisting religio-linguistic and linguistic aggressions, service to humanity by upholding the working-class people, and anti-colonial struggle. The findings of the research, besides unearthing Nazrul's inalienable identity and wise functionality as a Muslim poet that gives him a voice of unalloyed humanity, may contribute to raising essential cultural awareness. With this awareness, poets and readers of the world can form ideas about an effective and timeless means of resistance and resilience to aggression. Also, through this research, conscious readers and future critical lenses may explore the inward similitude of colonial and postcolonial hegemonies despite their outward heterogeneity.

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Using Duolingo in Teaching and Learning Vocabulary: A Systematic Review

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ABSTRACT
This systematic review examines the extant literature on the efficacy of the Duolingo application for vocabulary development in instructed second language (L2) contexts. Drawing on several empirical studies, the review synthesises findings related to (a) the comparative effectiveness of Duolingo versus traditional pedagogies, (b) the impact of Duolingo on learner motivation and engagement, and (c) practical implications for classroom integration. While the majority of evidence attests to measurable gains in receptive vocabulary knowledge, the findings must be interpreted with caution due to methodological limitations, including small sample sizes, short intervention periods, and construct underrepresentation. The motivational appeal of Duolingo's gamified interface emerges as a prominent theme, corroborated by self-report data. However, the limited research employing psychometrically robust motivational measures precludes definitive conclusions about the temporal stability and transferability of this motivational effect. Theoretically, the provision of individualised feedback aligns with interactionist theories, yet the restricted opportunities for the negotiation of meaning raise doubts about the depth of lexical engagement. Pedagogically, the reviewed studies advocate the careful integration of Duolingo as a supplementary tool within formal instructional contexts. However, optimal implementation strategies remain unspecified, necessitating further classroom-based research employing mixed-methods designs. Significant gaps are identified, including the lack of investigations into the differential impacts of Duolingo's features, vocabulary transfer to authentic communication, and the development of self-regulated learning strategies.

Keywords: classroom integration, Duolingo, gamification, learner motivation, vocabulary acquisition

INTRODUCTION

The study of vocabulary is crucial to the mastery of English by students who care about learning (Ajisoko, 2020). It is common to see students engage in sufficient vocabulary learning, as this will greatly increase their learning of other skills and languages with ease. Learning vocabulary is one of the keys to learning a language, as it finds its roots in learning various languages. If a foreigner within a new environment decides to learn the language of the environment without properly learning the vocabulary of that environment, the result will be that the foreigner will find it difficult to understand the language (Puspita & Sabiqoh, 2017). Thus, vocabulary learning is very important to any student who cares about learning a new language or skills. Education is driven by learning, gaining skills, and understanding a particular thing. Hence, learning English requires a unique technique or approach. Education has received technological advancements just like other areas of life globally. The

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breakthrough in technological advancement has solved the problem of English learning; this technological advancement is based on the introduction of Duolingo.

The mission statement of the Duolingo Company is to make education free at all costs and accessible to all with fun. Lest you wonder, the Duolingo app is designed as a game with scientifically proven effectiveness that ensures the learning of languages possible (Ambara, 2020). Again, the platform created the Duolingo English Test (DET), which is convenient for learning the language and has an option for certification that is widely accepted in over 200 universities worldwide. Duolingo is a mobile phone application software that makes learning languages easy. This application is a new learning medium that has been created, can be downloaded, and can be installed on a smartphone. As extracted from the Duolingo web page, "Duolingo builds a world with free education and no language barriers. Users can learn languages for free while simultaneously translating web" (Jaskova, 2014). The Duolingo learner's software has been developed to enable the learning of various languages like Arabic, English, Spanish, Dutch, French, and other related languages that could be selected from the app for easy learning of language vocabulary (Botero, Questiner, & Zhu, 2019). Good enough, the Duolingo platform has an educator form where various users could interchange topics and subjects with any of them as either students or teachers to learn vocabulary in different languages (Gafni, Achituv, & Rachmani, 2017).

Today, Duolingo is very effective in learning and teaching vocabulary. As the Duolingo app allows learners to show a considerable response, which is excellent in the interest of learners, the app makes vocabulary easy to understand and gives all learners fair practical material that enables them to learn and practice better (Ajisoko, 2020). Duolingo has a way of eliminating boredom in the learning process as it encourages the growth of new ideas in learning. However, having given a philosophical introduction to the use of Duolingo in learning and teaching vocabulary, this study will review the works of other scholars who have written on the subject matter of Duolingo and vocabulary learning and teaching. The various pieces of literature for review shall cover the study years of 2018 to 2020. The review shall contain the authors' topics, research findings, and a critical section of all reviewed articles, as well as fill the gap in the literature.

LITERATURE REVIEW

In a study conducted by Kusumadewi and Widyastuti (2018) on the effects of using Duolingo towards student vocabulary mastery, the study was aimed at examining the effects of using Duolingo apps to build students`s vocabulary mastery and the expectations from teachers in using Duolingo to support an exciting language teaching experience. The study employed the experimental research method with the aim of finding the two groups of x and y where the effect of Duolingo is (x), and the controlled group is (y) for student vocabulary mastery. However, the study adopted a true experimental approach, where only the control group was used for a post-test. Again, the sampling method used was random sampling, in which 30 students were within the control group class. The findings of the study revealed that the use of the Duolingo application had a positive effect on students' English language learning compared to other conventional methods used officially for students. Thus, students who use the Duolingo app for the vocabulary mastery-learning course have higher scores than those who engage in textbooks and other conventional means of learning and mastering vocabulary. The study is limited by the technique used; only a post-test using an experimental design was conducted, while the pre-test was neglected, which failed to address the treatment group.

Guaqueta and Castro-Garces (2018) conducted another similar study to investigate the influence of using language-learning apps (Duolingo and Kahoot) as didactic tools in the context of EFL to improve vocabulary building. The study used a mixed-methods approach with a concurrent design for collecting, analysing, triangulating, and validating the qualitative and quantitative data. The frame time for the study was six months, and the target group was high school students. The study's findings revealed positive prospects for students' learning and building vocabulary, which they reported led to better improvement and growth in language

learning, which was beneficial not only for their current educational experience but also for the future. Hence, they concluded by stating that the strategy (use of the Duolingo app) had a positive influence on the students' learning generally and on enhancing and improving vocabulary skills. A major limitation of the study is the target group. This makes the recommendation likely unimportant in some scenarios. Furthermore, the sample size was relatively small, and sampling issues were not adequately addressed. Again, the quantitative aspects of the study were not efficient enough to establish an association or causality.

Astarilla (2018) conducted a descriptive mixed study by investigating university students' perceptions towards learning English through the Duolingo application. A total of 135 university students in Pekanbaru, Riau, Indonesia, taking English Level II courses, formed the study participants, with their information sourced through questionnaires and interviews. The study timeframe was one semester, with meetings conducted during the semester. The sample consisted of 66 female and 69 male students aged 19 to 21. The findings showed that there was an overall positive perception by students towards using the Duolingo application in learning English because it has several advantages in promoting students' learning process. However, as with similar studies reviewed, the study did not take into account critical issues relevant to quantitative conclusions, such as sampling, selection criteria, modelling and estimation techniques, and instrument reliability. The study also did not succeed in accounting for the effect of app usage time on learning English.

Botero, Questiner, and Zhu (2019) investigated informal, out-of-class engagement or learning activity with a MALL tool, that is, Duolingo, carried out research. An invitation to use the application was given to 118 higher education language students who accepted that their participation in the application would be tracked. The data used for the study was obtained from the applications dashboard, semi-structured interviews, and questionnaires. The study was also a mixed-methods study. Garrison's dimensions of self-directed learning (motivation, self-management, and self-monitoring) served as the lens through which the results were viewed. The findings showed discrepancies between what students think about the application and what they do with it. The outcome of the questionnaires indicated that through enjoyable activities and games, Duolingo can facilitate out-of-class learning, but the interviews showed a lack of continuous enthusiasm and motivation, self-monitoring, and self-management, reflected in the application's low use. However, the study is limited in ways, such as the failure to account for factors that could affect the use of the app, such as socioeconomic and psychological factors. Furthermore, about 273 out of the original 574 students reported not using Duolingo. This should have been investigated to find out possible reasons for the actions. Again, quantitative tools were largely descriptive and not associative or causal.

A study by Sousa, Barros Cardoso, and Toassi (2018) explored Duolingo's effectiveness as a tool for learning English as a foreign language. The study concentrated more specifically on improving writing vocabulary skills. The study employed an action research design of experimental design that involved evaluating different control groups of different participants. The participants in this study were divided into two groups: the experimental group of 23 students in the sixth grade (11 girls and 12 boys) and the control group of 28 students in the sixth grade (11 girls and 17 boys). The ages of these participants ranged between 10 and 13 years. The findings showed that using the Duolingo application motivated students to learn vocabulary through various engagements and developed more interest in classes as a result of the demonstration of the use of the application. Results from this research indicate that using Duolingo as a vocabulary learning tool appears to be a potential instrument for vocabulary improvement. It also tends to positively influence motivational aspects since students are more engaged using the app. The limitations of the study depend on the classes' length, where the period for teachers to fulfil the course plan as required is limited.

Psychogyiou and Krrasimos (2019) conducted a study to explore the effectiveness and efficiency of the Duolingo application for learning a foreign language and developing language skills online. The study was a mixed study that consisted of both qualitative and quantitative

procedures and techniques. Quantitative data were generated by highly structured techniques, such as questionnaires, while the qualitative data utilised were obtained via semi-structured interviews to improve effectiveness. A total of 31 individuals were sampled and used for the analysis and drawing of inferences. The results showed that most participants thought the application improved their vocabulary, grammar, and pronunciation learning. However, the study had many methodological defects, making it short on policy inferences and recommendations. For instance, the authors stated that there were quantitative techniques to be used in the study, which was not reflected in the study. Furthermore, the study's sample size is relatively small to make inferences from the results. Again, the study area and the data source were not clearly stated and reflected in the study. In addition, the participants used in the study were not more than 40 years of age, and the author failed to justify the reason or intuition for the choice of characteristics of the participants.

In their study, Hidayati and Diana (2019) surveyed the use of Duolingo and Hello English by 25 undergraduate students in their first and second years who were taking English language subjects in their respective programs of study. Besides that, the research concentrated on investigating students' motivation and interest in using the applications independently outside the classroom to learn English. The study had a mixed design in which data were generated through daily journals and questionnaires as instruments. The study lasted for 21 days. The results indicated that the students were very interested in using the applications. In addition, the students were very enthusiastic about the application and enjoyed its flexibility and practicality. They also found no statistically significant difference between the motivation groups concerning the time they spent using the applications. As with other studies reviewed, this study also has limitations. Its limitations are also similar to those of other studies. This includes issues of sampling, sample size, lack of justifications concerning the methods used, and the target group of the study. Finally, they did not examine how the application's use may have translated into better learning or vocabulary development. Although the researchers should be commended for trying to look into the app's time usage issues, they focused on time as the explained variable.

Ali and Deris (2019) conducted a study focusing on issues such as teacher acceptance, what application features are preferred, and possible problems with using the Duolingo application for vocabulary learning in Saudi Arabian universities. The total sample consisted of 20 females, with information elicited through questionnaires and interviews. The main findings from the qualitative and quantitative analysis were that the teachers showed positive attitudes towards teaching and learning through the use of vocabulary learning applications. The challenges that users usually face contributed to the unsuitability of these applications and teachers' reluctance to use them. However, as in other studies, the study is fraught with many limitations. For instance, the period given for the use of the application before an empirical examination is too short and cannot be relied upon. Furthermore, the quantitative tools used in the study fall short of statistically viable conclusions. Usually, association and causality inform statistical decisions. Again, all the respondents were females, which the researchers did not give and provide a clear justification for this bias in the selection process. The sample size is also relatively small, with the sample comprising only instructors.

At Ahmad Dahlan University, by eliciting information from the English Department students, Pramesti and Susanti (2020) conducted a study to explore the students' perceptions of using the Duolingo application for learning English and to reveal the benefits and drawbacks of Duolingo for learning English according to them. The qualitative research method was used, and data were obtained through interviews. The sample used for the study was six students from the English department. The findings showed that the participants have a positive impression of using Duolingo in terms of accessibility, context, control, flexibility, blending, material, technical assistance, and cost. This app is easy to use and encourages students to learn other languages. The participants also felt more comfortable and enjoyed learning English with Duolingo. In addition, most of the students confirmed that using the Duolingo app is helpful for learning English. Some of the highlighted advantages of the application include its

attractiveness, having fewer ads, and gaming content. While the disadvantages stress that it cannot be used without internet access, there is no further explanation in grammar, and it cannot be used primarily as a source of language learning. However, the study falls short of a policy paper due to issues such as sample size. The sample size was only six participants, which is very small. In addition, data analysis tools are not mentioned, and the data presented in this research is in the form of written text from the interview transcript and documentation.

Using a sample of 60 undergraduate students at Syiah Kuala University, Inayah, Yusuf, and Fibula (2020) investigated the perceptions of students toward using the Duolingo application in learning English. Purposive sampling techniques were used to obtain the sample for the study, and the data were collected through questionnaires and interviews. The study was also mixed, comprising qualitative and quantitative instruments. The results indicated that most students perceived using Duolingo to learn English positively. Furthermore, they found that students' view concerning the app's use was that it was a useful and helpful application and a motivational tool for learning English. Also noteworthy from the study was the discrepancy among students' perceptions and their acts in using the application. However, the study noticed the following limitations: First, the quantitative techniques, which are important for policy formulation, are largely descriptive rather than associative or causal. The study is also tilted towards a certain group: undergraduate students. In addition, the lack of a deep investigation into students' motivations for using the app is one of the study's major limitations, with a small sample size as well.

Aulia, Wahjuningsih, and Andayani (2020) conducted a study to explore the impact of the Duolingo application on students' mastery of English vocabulary using a quasi-experimental post-test design method. The respondents who formed the study sample were eighth-grade students in one of the junior high schools in Jember. Two groups were formed for the study. The treatment or experimental group used the Duolingo application, and the control group was taught as usual by using flashcards as the medium. The data collected and generated from the vocabulary test was analysed using an independent sample t-test using SPSS. The findings indicated that the use of Duolingo has a significant impact on students' mastery of vocabulary. The result of the analysis showed that a significant difference existed between students who used the Duolingo application and those who did not. The students in the experimental group, taught by Duolingo, have achieved better vocabulary skills than those in the control group. This means that the application for language learning helps students increase their vocabulary scores. The major limitations of the study include the scope of the study, which was streamlined to only eight grades, for which no strong justifications were stated. In addition, in the presentation of results, sensitive information such as descriptive statistics and characteristics of the study population were not provided. Again, the total sample size used for analysis was not equally determined. No model was clearly stated to determine whether other control variables can influence vocabulary mastery.

Habibie (2020) also conducted a mixed study with the main objective of investigating how Duolingo as an educational language tool can enhance the motivation of students to learn English. The study sample consisted of 40 students in the Department of English, which consisted of 30 females and 10 males. Data were collected using interviews and questionnaires. The results of the analysis showed that the Duolingo application was quite effective and could be used to enhance the motivation of students to learn English. However, the study is limited in certain ways. For example, the period used to administer and collect data for measuring the effectiveness of the application in motivating students was too short, being only three days. This is unlikely to capture changes that would occur, especially for time-dependent factors. Again, the balance of the sample seems to be tilted toward the females, which is likely to lead to gender balance in the analysis and not reveal the true nature of the relationship. Furthermore, the sample is also relatively small.

Araújo and Eddine (2020) also conducted a study on the usability and objectivity in the learning process reviews of users of the Duolingo application. The research design employed

was quantitative, where the users' comments on the application were extracted from the Google Play Store. Revising January 1, 2020, to January 31, 2020, which formed the period for the study, 10,943 comments were extracted and returned for analysis. The results showed that the learning application received a high rating. To be more precise, 85.13% of the users rated it with the highest score, which ranged from 1 to 5. It was concluded that the application could be used to teach a foreign language. This study is also fraught with many limitations. For instance, it focuses mainly on the comments of the application users, which may not give a true picture of the situation. Many questions can be raised concerning comments. For example, the user experience may vary; some are likely to be emotional about their comments. Others may just comment on "fulfilling all righteousness" and may not be users of the particular application. Again, the quantitative techniques used in the study are descriptive rather than causative.

At SMAN 2 Karangan, Ambara (2020) conducted another relevant study to determine the influence of using the Duolingo app in teaching English to increase the ability of students to learn vocabulary using a quantitative research design. The students of XI IPA 1 and XI IPA 2 at SMAN 2 Karangan formed the sample for the study. This study was conducted experimentally with an experimental research design. Data collection methods were tests (pre-test, post-test, and T-test). The major findings revealed that using the Duolingo application significantly affected vocabulary mastery. The results indicated further that using the application in teaching English had many positive effects on the students, chiefly that it increased their understanding of the materials they used and that they were more motivated to learn. Besides that, the results revealed that Duolingo application is more efficient in vocabulary teaching than traditional methods. Like other studies reviewed, the study had limitations too. These limitations included issues of sampling, the target population, the technique of analysis that was not causative, and the study period.

Ajisoko (2020) investigated the use of the Duolingo application to increase students' vocabulary and stimulate and create broad interest in learning English, mainly vocabulary, using a quantitative research design that was pre-experimental research with a pre-test and post-test. The study sample was nineteen learners in the Department of English education at the Borneo University of Tarakan who were in the second semester of the 2018–2019 academic year. The data used for analysis was generated using the questionnaire and test. The findings showed the significance of Duolingo as an efficient and effective application for improving English language learning, mainly vocabulary, in ways such as eliminating boredom, etc. The main limitations of the study include a small sample size, sensitive information such as descriptive statistics, and the characteristics of the study population not being made available.

Hernadijaya (2020) also conducted a study to explore using the MALL application, Duolingo, to increase students' knowledge and desire to learn English vocabulary via mobile devices. The research design used in the article was quantitative, which was quasi-experimental. The participants of this study were seventh-grade extracurricular students in SMPN 21 Surabaya. Thirty-four students were divided into two groups (EEC 1 and EEC 2). The data were analysed using the t-test calculation in SPSS. The study's main findings proved that Duolingo was effective in students' vocabulary mastery and could assist in the language learning process. The researcher also stated further that the application could be considered a beneficial language-learning app that can develop seventh-grade vocabulary skills. As with most studies, the sample size is small, with the population being only seventh graders.

Dahlan and Nurbianta (2020) examined the utilisation of the Duolingo app and the practice of vocabulary technique drilling for upgrading students' reading comprehension. The purpose of the study was to ascertain any influence of using the Duolingo application on the student's reading comprehension and, again, to determine if there is any influence of the Duolingo application and vocabulary enhancement on the student's reading comprehension. The study employed the partial correlation method, which was used to check if all variables, as noted in the objective, had a good correlation and were statistically significant. The findings emanating from the study showed that all data in the Duolingo application, reading, and

vocabulary are normally distributed while reading and vocabulary establish a linear relationship. In general, it could be concluded from the findings that Duolingo apps significantly influence vocabulary enhancement and student reading comprehension among tenth graders at SMA Muhammadiyah Tanjung Redeb. In summary, the study concludes that using the Duolingo application has enhanced vocabulary building, which facilitates the students' good reading comprehension and ability to understand the meaning. One of the limitations of the study is that it failed to investigate other groups while focusing only on upgrading students' reading comprehension.

Jaelani and Sutari (2021) aimed to describe students' perceptions of using the Duolingo application as a medium for learning vocabulary. The participants were 30 second-grade students from one junior high school in Bogor. Data was collected through a questionnaire and interviews. The results showed that most students had positive perceptions of using Duolingo. They found it an effective tool that was easy to use and could be accessed anytime, anywhere to learn English vocabulary interestingly and understandably. Students felt interested and motivated learning with Duolingo as it allowed them to be more active. Key advantages were learning vocabulary at home easily and practically applying their English skills. However, one main disadvantage was that Duolingo was difficult to use without an internet connection. Duolingo proved a considerably interesting and effective medium for students to learn English vocabulary.

Purwanto (2023) conducted a qualitative study to investigate students' perceptions of using the Duolingo application for learning English vocabulary at Madrasah Tsanawiyah 01 Darussalam Kepahiang in Indonesia. Using questionnaires and interviews with 25 eighth-grade students selected through purposive sampling, the study revealed overall positive perceptions towards Duolingo. Students found the app easy to use, accessible, and motivating for vocabulary learning, with over 80% agreeing it was user-friendly and increased their active participation. Around 70-80% of students reported increased passion for memorising vocabulary, better understanding of word meanings, and improved ability to apply English skills daily. The gamification elements were perceived as engaging. However, limitations were noted, such as difficulty using the app without an internet connection (77% agreed) and a lack of detailed grammar explanations. Despite these drawbacks, the researcher concluded that Duolingo was an effective vocabulary learning tool that enhanced students' interest and engagement, recommending further research at other educational levels and for different language skills.

Nasrul and Fatimah (2023) aimed to determine how the Duolingo application affects English learning motivation and vocabulary enrichment for 10th-grade students at SMKN 1 Padang. It employed a quantitative pre-experimental research method with 22 students from class X TKP A as the experimental group. Data were collected through a motivation questionnaire and vocabulary enrichment test before and after implementing Duolingo in the classroom for seven meetings. The results showed a significant increase in students' English learning motivation and vocabulary enrichment after using Duolingo, with mean scores of 81.82 and 82.50, respectively, compared to 47.86 and 48.91 before using the application. The paired sample t-test confirmed a positive effect, with sig. scores < .001 for both variables, leading to the acceptance of the alternative hypotheses. Thus, the study concluded that using the Duolingo application significantly enhanced the 10th-grade students' English learning motivation and vocabulary enrichment in the teaching-learning activities.

Apoko, Dunggio, and Chong (2023) investigated students' perceptions of using the mobile application Duolingo to improve English vocabulary mastery at the tertiary level in Indonesia. A mixed methods approach was employed, involving 95 undergraduate students from various faculties at private and public universities. Data were collected through online questionnaires and semi-structured interviews. The findings revealed that students had overall positive perceptions of using Duolingo to enhance their vocabulary, citing advantages such as ease of use, accessibility, interesting features, and the ability to motivate continuous practice.

Students appreciated Duolingo's gamified learning system and found it effective for learning everyday vocabulary through repetition. However, some limitations were noted, such as a lack of in-depth explanations and advanced vocabulary. The researchers concluded that Duolingo can be recommended as a supplementary tool for English vocabulary learning among university students, though critical guidance from instructors is still needed to maximise learning outcomes and sustain student engagement.

Irzawati and Unamo (2023) investigated students' perceptions and attitudes towards using the Duolingo language learning app for learning English as a foreign language (EFL). Twenty non-English major university students in Indonesia were surveyed and interviewed after using Duolingo regularly for at least three months. The results revealed highly positive perceptions and attitudes among the students. They found Duolingo easy, fun, engaging, and motivating for learning English. Students believed it helped improve their listening, speaking, reading, and writing skills, pronunciation, vocabulary, and grammar. The gamification aspects made learning enjoyable and reduced anxiety. Overall, students appreciated Duolingo's accessibility, varied resources, and exercises. While a few drawbacks were noted, like high data usage, the overwhelmingly positive feedback suggests Duolingo can be an effective supplementary tool for EFL learning when teachers integrate it thoughtfully. The study provides comprehensive insights into learners' views on Duolingo across multiple aspects of language learning.

Fitri, Melani, Roza, and Reflinda (2023) investigated the Duolingo application's effect on students' vocabulary mastery in the second grade of SMPN 1 Koto Besar in Indonesia during the 2021/2022 academic year. A quantitative quasi-experimental study was conducted with 65 participants divided into an experimental group (32 students) that used Duolingo and a control group (33 students) that did not. Pre-tests and post-tests were administered to assess vocabulary knowledge. The results showed that the experimental group using Duolingo had significantly higher post-test scores compared to their pre-test and compared to the control group's post-test. Statistical analysis confirmed there was a significant effect of using Duolingo on vocabulary mastery. The researchers concluded that Duolingo was an effective tool for improving English vocabulary, attributed to features like gamification, pronunciation practice, reminders, and challenges that kept students motivated and engaged in learning new words.

Borang, Maru, and Rorimpandey (2023) aimed to determine whether the Duolingo Application could help students improve their vocabulary mastery, especially with adjectives. The research was conducted quantitatively using a pre-test and post-test design with a written test on 31 students from SMP Negeri 1 Manganitu class 8B. The results showed that students' mean pre-test score was 43.32, with the highest score being 83 and the lowest 10. After implementing the Duolingo Application for treatment, the mean post-test score significantly increased to 79.80, with the highest score of 97 and the lowest of 63. The drastic improvement indicates the successful use of the Duolingo Application in increasing students' vocabulary mastery. The application's game-like features made learning vocabulary interesting and engaging for students. The findings align with previous studies demonstrating Duolingo's effectiveness in vocabulary learning, though with varying score ranges. Therefore, it can be concluded that the Duolingo Application is an effective medium for enhancing students' vocabulary ability.

Setiawati (2023) investigated the effectiveness of using the Duolingo application to improve English vocabulary among students at Hasanuddin University. Employing a pre-experimental design with pre-test, treatment, and post-test, the research involved 20 students from the 2021 batch who voluntarily participated in a 6-day treatment using Duolingo. Quantitative data was collected through tests and questionnaires to assess vocabulary improvement and student perceptions. The findings indicate a significant increase in students' vocabulary scores from the pre-test (mean 58.75) to the post-test (mean 79), with a difference of 20.25 points. Additionally, questionnaire results reveal positive student attitudes toward Duolingo as an effective and engaging tool for vocabulary learning, especially for those with

below-average English proficiency. The study concludes that Duolingo can be a more effective and interesting alternative to conventional vocabulary teaching methods.

Simanjuntak, Napitupulu, and Siahaan (2023) aimed to understand whether the Duolingo application enhances the understanding of English vocabulary among first-grade students at SMP Nusantara Lubuk Pakam. Employing a quasi-experimental design, the research involved two classes: two classes: an experimental class using Duolingo and a control class using conventional methods. The researchers also compared the pre-test and post-test results to gauge the participants' vocabulary gains. Results showed that the experimental class achieved significantly higher post-test scores (mean: 83. 28), which implies that Duolingo positively impacts vocabulary acquisition compared to the particular control class, whose mark was 41. 67. The pre- and post-vocabulary test scores were compared using the independent samples t-test, and it was found that there was a statistically significant difference between the two groups (Sig. 2-tailed < 0. 05), thus accepting the alternative hypothesis. For this reason, games such as Duolingo prove a viable medium for strengthening students' interest and performance while learning English vocabulary at school. Despite this, the study also highlighted certain limitations, including the need for a stable internet connection and additional equipment for classroom implementation.

FINDINGS AND DISCUSSION

Comparative effectiveness of Duolingo in vocabulary acquisition

Comparing the extent to which Duolingo is effective in perhaps the most fundamental component of language, vocabulary acquisition has been a cross-cutting finding in all the reviewed articles. Many scholars have looked into how effective Duolingo is compared to conventional learning techniques, and their studies have generated a common thread. In detail, Kusumadewi and Widyastuti (2018) uncovered those students using the Duolingo app in vocabulary mastery–learning courses got higher scores than those using books and other traditional media. According to Aulia, Wahjuningsih, and Andayani (2020), there was a significant difference in the students taught by Duolingo compared to one of the other students, with the former being higher. Subsequent research has only reinforced these findings from early observations. The authors Fitri et al. (2023) conducted an experiment on Duolingo and obtained a rise in post-test scores in the experimental group compared with the pre-test and post-test scores of the control group. Similarly, with the pretest used with high test items, Simanjuntak, Napitupulu, and Siahaan (2023) detected significantly higher mean post-test scores in the experimental class (83. 28) as opposed to the control class (41. 67) and under traditional approaches.

The effectiveness of Duolingo varies across educational contexts and student demographics, yet positive outcomes are consistently reported. Ambara (2020) found significant effects on high school students' vocabulary mastery at the secondary school level, while Hernadijaya (2020) demonstrated effectiveness with seventh-grade students. At the tertiary level, Setiawati (2023) reported a significant increase in university students' vocabulary scores post-Duolingo usage, with a mean difference of 20.25 points between the pre-test and post-test. Notably, students with below-average English proficiency showed particular improvement.

The comparative advantage of Duolingo often stems from its motivational and engagement aspects. Guaqueta and Castro-Garces (2018) highlighted Duolingo's positive influence on students' learning and vocabulary skills enhancement. Pramesti and Susanti (2020) found that students experienced increased comfort and enjoyment in learning English with Duolingo. Habibie (2020) concluded that the application effectively enhanced students' motivation to learn English. Nevertheless, the effectiveness of Duolingo in various scenarios is indisputable, although there are works that indicate that is far more beneficial when it is applied as an additional tool. In their study on the effectiveness of free language learning apps, Apoko, Dunggio, and Chong (2023) recommended Duolingo as a supplementary tool of

English vocabulary for university learners while urging tutors' guidance from instructors to maximise learning outcomes. This is a clear implication that there are variations of effectiveness depending on the nature of the context, as it would emphasise the proper implementation procedure. Other variables, which include internet connection, affirmed by Jaelani and Sutari (2021) and Simanjuntak, Napitupulu, and Siahaan (2023), might also affect Duolingo's effectiveness. Also, the duration and intensity of Duolingo usage in experiments were rather limited, variable, and varied from days to months, which could impact the results.

Thus, in terms of vocabulary acquisition, Duolingo performs better than traditional learning methods. What makes it effective is especially observed in the capacity to motivate and engage learners, which leads to improved vocabulary scores. Nonetheless, the best outcomes seem to be obtained when it is well-integrated as a supplementary tool used in the overall language learning approach, contingent on learner characteristics, skill development stages, and the use of technology. Consequently, findings suggest that while Duolingo offers significant advantages, its implementation should be strategic and context-sensitive to maximise its potential vocabulary acquisition.

Methodological approaches and limitations

The literature about Duolingo discussed in this paper consisted of different methodological approaches to vocabulary acquisition used in the reviewed studies. Such approaches include experimental, quasi-experimental, mixed methods, and qualitative designs. Each methodology provides information about Duolingo in learning foreign languages; however, each has drawbacks that need critique. Kusumadewi and Widyastuti (2018) used the experimental research method and had only a post-test for the control group. Although the study provided the facility to make a direct comparison, the following shortcomings were seen: a post-test-only design was adopted, thus excluding the pre-test, which is essential to determine the baseline of the treatment group. It is for this reason that the study should be taken with some caution. Aulia, Wahjuningsih, and Andayani (2020) employed a post-test-only quasi-experimental design, similar to the current study, but the method imposed the same constraints in comparing pre-existing knowledge gaps. To address this shortcoming, several researchers employed pre-test and post-test designs. Ambara (2020), Ajisoko (2020), and Fitri et al. (2023) integrated both into their research setups, making it possible for assessment of alterations in assuming vocabulary knowledge. Nonetheless, these studies had small sample sizes. As for the qualitative chosen studies, limitations such as small sample size can be identified: Ajisoko (2020) had only nineteen participants, and Ambara (2020) relied on only two classes of one school.

Mixed methods studies attempted to balance between quantitative data and qualitative data. Guaqueta and Castro-Garces (2018) employed the concurrent mixed methods design, which involved using qualitative and quantitative data to increase the reliability of results. Qualitative studies like Pramesti and Susanti (2020) and Apoko, Dunggio, and Chong (2023), coupled with interviews and open-ended questionnaires, provided rich data that could not otherwise be obtained. As helpful as they are towards understanding user experiences, they do not provide the statistically rigorous approaches required to measure Duolingo's efficacy conclusively. Another common drawback was the selected time frame being insufficiently long for the research. Habibie's (2020) study probably did not record any significant changes. Duolingo was implemented for only four days, as reported in Borang, Maru, and Rorimpandey research. This brief approach may not fully depict how the app may help the user progress in learning more vocabulary over a considerable period. The other major challenge in the studies was related to sampling. Some research sources were often limited in demographic coverage or centred on particular establishments. Without adequate reasons, male participants were excluded from Ali and Deris's study (2019). Academicians Inayah, Yusuf, and Fibula (2020) and Irzawati and Unamo (2023) focused on the undergraduate students.

Several studies lacked robust sampling techniques. Hidayati and Diana (2019) and Jaelani and Sutari (2021) adopted purposive and convenience sampling in their studies. Despite

being useful, all these methods incorporate sources of built-in selection bias and constrain generalizability. Some sources of bias showed that controlling confounding variables was not well done in most studies. Few researchers considered variables such as prior English exposure, socio-economic background, or concurrent language learning activities. Dahlan and Nurbianta (2020) used partial correlation to test several variables simultaneously, yet they failed to account for the potential influence of other variables. Several publications raise validity issues, especially due to some studies' overdependence on self-reported data. The study by Araújo and Eddine (2020), which analysed Google Play Store user comments, is innovative, but their research raises questions about data reliability since they depended on the comments users left behind.

The diverse research methods allow a multifaceted view of Duolingo's effectiveness in acquiring vocabulary, as well as reveal crucial drawbacks. Some significant limitations include small sample sizes, brief study durations, narrow demographic focus, and limited variable management that diminish the reliability and global applicability of many findings. For practical application, future research would be ideal if they are conducted on larger samples over the longer term, with stricter control of extraneous variables. Moreover, the integration of vocabulary assessment in all studies also increased the value of standardised tools, which, if used consistently, could improve comparison when evaluating the efficacy of Duolingo and other similar applications.

Impact on student motivation and engagement

The impact of Duolingo on student motivation and engagement in vocabulary learning emerges as a significant theme across the reviewed literature. Numerous studies have explored how the gamification and interactive elements of the application influence students' enthusiasm and sustained use for vocabulary acquisition. This section synthesises the key findings related to these aspects.

Ajisoko (2020) reported that Duolingo effectively improved English language learning, particularly vocabulary, by eliminating boredom. The application's design presents learning as a game with scientifically proven effectiveness and ensures that language learning remains possible and engaging (Ambara, 2020). Borang, Maru, and Rorimpandey (2023) further emphasised that Duolingo's potential as an engaging learning medium significantly improves vocabulary skills. The interactive nature of Duolingo fosters active participation among learners. Kusumadewi and Widyastuti (2018) observed that students using Duolingo showed considerable response and interest, finding vocabulary easier to understand due to the fair, practical material provided by the app. Jaelani and Sutari (2021) reported that over 80% of students agreed that Duolingo was user-friendly and increased their active participation in learning. Accessibility and flexibility have been identified as motivational factors. Pramesti and Susanti (2020) found that students felt more comfortable and enjoyed learning English with Duolingo. Hidayati and Diana (2019) reported high interest and enthusiasm among students, with flexibility and practicality being key attractions.

Duolingo's impact on sustaining learners' interest over time has yielded mixed results. Botero, Questiner, and Zhu (2019) found that while questionnaire responses indicated Duolingo facilitated out-of-class learning through enjoyable activities, interviews revealed challenges in maintaining continuous enthusiasm, reflected in low app usage over time. However, when integrated into formal learning contexts, Guaqueta and Castro-Garces (2018) reported that students perceived Duolingo as positively influencing their learning generally and vocabulary skills enhancement specifically, indicating long-term motivational effects.

The competitive and rewarding features of Duolingo are particularly engaging. Setiawati (2023) noted that students, especially those with below-average English proficiency, found Duolingo effective due to its game-like interface. The challenges, reminders, and reward systems motivated students to learn new words consistently. Irzawati and Unamo (2023) corroborated this, finding that Duolingo's gamification aspects made learning enjoyable and

reduced anxiety. Interestingly, Inayah, Yusuf, and Fibula (2020) discovered a discrepancy between students' positive perceptions of Duolingo as a useful, helpful, and motivational tool and their actual usage. This suggests that Duolingo's motivational influence might extend beyond direct app usage to general attitudes towards language learning.

Another aspect that has been associated with increased motivation corresponds with the concept of the personalised learning environment. All the respondents supported Duolingo in making it possible for learners to progress within the language learning application at their own pace, as they noted this as a motivating factor to practice. However, the new aspects of the apps were not motivating in all the parts that primarily constitute Duolingo. Several pieces of work have reported on constraints that may reduce interest, including a lack of in-depth grammar explanations (Nasrul & Fatimah, 2023), inability to use the application offline (Purwanto, 2023), and the learners' vocabularic enhancement without concern for cultural references (Simanjuntak, Napitupulu, & Siahaan, 2023).

The literature reviewed substantial evidence by showing a strong relationship between the use of gamification and interactivity, which, in this case, was applied to Duolingo and students' increased motivation and engagement rates when learning vocabulary. This is because the constructed application has a variety of interactive elements, such as a game-like interface, accessibility, flexibility, and a personalised learning experience. Difficulties maintaining long-term motivation were mentioned, particularly for learners engaging in informal learning contexts; studies regarding Duolingo's integration into formal education suggested that motivation was maintained even in a formal educational setting. These insights confirm that the operationalisation of motivational guidelines requires careful attention to gain the most benefit from Duolingo's motivational features. Given study limitations, future work can take advantage of longitudinal designs to explore motivational changes more circularly and reference different learning environments.

Practical implications for educators

The reviewed literature provides significant insights into the practical implications of integrating Duolingo into classroom settings for vocabulary acquisition. This section examines how educators can effectively incorporate Duolingo into their teaching practices, their potential challenges, and the solutions proposed in various studies. Several researchers recommend Duolingo as a supplementary tool in formal education. Apoko, Dunggio, and Chong (2023) suggested its use for English vocabulary learning among university students, emphasising that critical instructor guidance is still needed to maximise learning outcomes. This indicates that while Duolingo can enhance vocabulary learning, it should complement rather than replace traditional instruction.

Integration strategies vary across educational levels. Ambara (2020) found that using Duolingo in teaching English at the secondary level increased students' understanding of materials and motivation. Teachers can assign Duolingo activities as homework or additional practice, engaging classroom learning. Hernadijaya (2020) demonstrated its effectiveness with seventh-grade students, showing adaptability to younger learners. In tertiary education, Botero, Questiner, and Zhu (2019) further examined informal, out-of-class engagement and identified challenges in maintaining continuous enthusiasm and difficulties in self-management. Educators should monitor and encourage consistent usage by offering regular check-ins and progress discussions, integrating achievements, and ensuring that Duolingo achievements are included in the learners' performance assessment. The type of gamification Duolingo presents unique opportunities. Setiawati (2023) states that gamification is effective, especially for students with below-average proficiency. This can empower the learning process and can be used by teachers to design classroom competitions or motivate students by assigning prizes based on the progress in Duolingo. However, following such programs, educators have to overcome certain difficulties. Jaelani and Sutari (2021) mentioned that internet connectivity is a critical challenge. This raises the issue of whether enough technology is in place to support

the learning process. Having some lessons downloadable offline or offering contingencies that students with little to no internet can engage in could help eliminate this.

Another issue is that language learning often reaches only sufficient but not deeper levels. Nasrul and Fatimah (2023) highlighted the absence of in-depth grammar explanations, while Simanjuntak, Napitupulu, and Siahaan (2023) noted the lack of cultural context. While enhancing literacy in context, educators should use Duolingo with grammar explanations and culturally authentic resources to offer a wider perspective on language learning. A call for a strategic intervention emerged from the study conducted by Inayah, Yusuf and Fibula (2020), evidenced by the students' perceptions and actual usage. Gaps between the formal classroom and informal Duolingo learning can be dealt with by ensuring that learning goals are defined and progress discussed often, as well as relating Duolingo activities to course material.

Another aspect where Duolingo can also assist educators is differentiation. As highlighted by Irzawati and Unamo (2023), it is useful in enabling the learning process to suit everyone's learning capabilities. Assessment integration is crucial. For its part, Duolingo has its evaluation measurements, but they must relate to the curriculum objectives. Guaqueta and Castro-Garces (2018) also mentioned using Duolingo scores or progress as part of the formative assessment while comparing it with the summative assessment based on traditional assessment tools. Since Duolingo is primarily used individually, group work may be looked at in terms of what they can offer. Hidayati and Diana (2019) stated that the students found it highly enthusiastic. Teachers can use the learning pairs or small groups using the Duolingo assignments so that the learners learn together and support one another. Professional development is essential. In their study, Dahlan and Nurbianta (2020) showed how Duolingo affects the aspect of vocabulary improvement and reading comprehension; therefore, it is crucial to grasp its possibilities. Training on the features, creating guidelines on integrating such tools into work, and developing ways to deal with the difficulties that may occur assist in proper usage.

Gaps in the literature

Despite the considerable body of research on Duolingo's effectiveness in vocabulary acquisition, several gaps remain in the existing literature. This section highlights these gaps and outlines the potential focus of further research to answer unanswered questions and strengthen the understanding of Duolingo as a language learning application. One significant omission involves the lack of focus on longitudinal studies. It is worth mentioning that most reviewed research studies concentrated on interventions covering a period of not more than three months. For instance, Habibie's (2020) study collected data over only three days, while Borang, Maru, and Rorimpandey (2023) used Duolingo for only 4 days. While such brief interventions might be helpful, they do not convey how Duolingo influenced the participants' vocabulary retention and language proficiency development as they continued to learn languages. Gathering data collected at the same intervals that are consistent with students' progress over long periods, perhaps in terms of academic years, can give more evidence on how and to what extent the gained vocabulary may persist, as well as the changes in learners' interactions with the application as time progresses.

Another significant gap lies in the limited diversity of student populations studied. Many researchers concentrated on specific demographics or single institutions. Ali and Deris's (2019) study comprised only female participants, while Inayah, Yusuf, and Fibula (2020) and Irzawati and Unamo (2023) focused solely on undergraduate students. This narrow focus restricts the generalizability of findings. Future research should aim to include a broader range of participants across different age groups, proficiency levels, cultural backgrounds, and learning contexts. Comparative studies examining Duolingo's effectiveness across these diverse populations would enrich the literature.

The specific features of Duolingo that contribute most to vocabulary learning remain underexplored. While studies like Setiawati (2023) and Irzawati and Unamo (2023) highlighted

the motivational aspects of gamification, few have systematically investigated which particular elements (e.g., points, levels, streaks, or leaderboards) have the greatest impact on vocabulary acquisition. Experimental studies isolating these features and measuring their effects would provide valuable guidance for app developers and educators. Integrating Duolingo with other language learning resources and strategies requires further investigation. Most studies examined Duolingo in isolation or compared it to traditional methods. However, as Apoko, Dunggio, and Chong (2023) suggested, Duolingo's optimal use may be as a supplementary tool. Research exploring various blended learning models, combining Duolingo with different instructional approaches, could offer insights into the most effective integration strategies.

The current literature inadequately addresses the relationship between Duolingo usage patterns and learning outcomes. While some studies, like Botero, Questiner, and Zhu (2019), tracked app usage, few have correlated usage patterns (e.g., frequency, duration, time of day, or consistency of use) with vocabulary gains. Such analyses could reveal optimal usage strategies and inform personalised learning recommendations. Moreover, there is a dearth of research on transferring vocabulary learned through Duolingo to real-world language use. Most studies relied on Duolingo's internal assessments or vocabulary tests closely aligned with the app's content. Investigations into how well this vocabulary translates into improved performance in authentic communication tasks would significantly contribute to understanding Duolingo's practical efficacy.

The role of learner autonomy and self-regulated learning in Duolingo-based vocabulary acquisition also warrants deeper exploration. Inayah, Yusuf, and Fibula's (2020) observation of discrepancies between perceptions and actual usage hints at the complexity of self-directed learning. Studies examining the development of learner autonomy through Duolingo and identifying factors that promote or hinder self-regulation would be valuable. Additionally, the literature lacks substantial qualitative investigations into learners' and teachers' experiences with long-term Duolingo use. In-depth case studies and phenomenological research could provide rich descriptions of the challenges, adaptations, and evolving perceptions associated with prolonged engagement with the app. Finally, there is a notable absence of studies on Duolingo's effectiveness for languages other than English. Given the app's multilingual offerings, comparative research across different target languages could uncover language-specific factors influencing vocabulary acquisition through Duolingo.

While existing research offers valuable insights into Duolingo's role in vocabulary learning, significant gaps persist. Future studies addressing these gaps—through longitudinal designs, diverse populations, feature-specific analyses, integrated approaches, usage pattern correlations, real-world transfer assessments, autonomy investigations, qualitative explorations, and cross-linguistic comparisons—would substantially advance the understanding of Duolingo's potential and limitations in vocabulary acquisition. Such comprehensive research would contribute to theoretical knowledge and provide evidence-based guidance for educational practice.

CONCLUSION

The review of Duolingo's application in vocabulary acquisition yields insights of both theoretical and pedagogical import yet simultaneously underscores the need for more rigorous empirical investigation. The cumulative evidence, derived predominantly from quasi-experimental studies, suggests that Duolingo facilitates measurable gains in receptive vocabulary knowledge that surpass those of traditional instructional methods. However, the construct validity of these findings warrants scrutiny, given the frequent isomorphism between the app's content and the assessment measures employed.

A recurrent theme in the literature is Duolingo's motivational efficacy, putatively attributable to its gamified interface. Learners' self-reports indicate heightened task engagement, but such introspective data must be interpreted judiciously. The relative paucity of research utilising psychometrically robust instruments to quantify motivational constructs and their temporal stability constitutes a significant lacuna.

From a theoretical standpoint, Duolingo's provision of immediate, individualised feedback aligns with interactionist postulates on the facilitative role of negative evidence in language development. Nevertheless, the app's limited affordances for the negotiation of meaning and pushed output raise questions about the depth of processing and the transferability of lexical gains to communicative contexts. The methodological landscape, while informative, exhibits limitations that merit attention. Sample sizes are often modest, and participant profiles tend towards homogeneity, typically comprising tertiary-level learners. This demographic uniformity obscures potential interactions between individual difference variables (e.g., language aptitude, working memory capacity) and the efficacy of Duolingo-mediated learning. Moreover, the preponderance of short-term interventions precludes insights into the longitudinal trajectories of vocabulary development.

Integration of Duolingo into formal instructional settings emerges as a recurrent recommendation. However, despite its intuitive appeal, this proposition requires more robust empirical substantiation. Ideally, Classroom-based research employing mixed-methods designs is imperative to delineate optimal implementation strategies and elucidate how teachers might judiciously orchestrate Duolingo's affordances with complementary pedagogical interventions. Significant knowledge gaps persist, notably in our understanding of the differential impacts of Duolingo's myriad features, the extent of vocabulary transfer to authentic communicative scenarios, and the app's role in fostering self-regulated learning. The predominant focus on English as the target language further circumscribes the generalizability of findings.

In sum, while extant research corroborates Duolingo's potential in lexical development, it concurrently illuminates the imperative for more nuanced, theoretically grounded investigations. Future studies must transcend mere efficacy comparisons to explicate the complex interplay of learner variables, technological affordances, and pedagogical strategies that mediate vocabulary acquisition in this digital milieu. Only through such multifaceted inquiry can we construct a robust theoretical framework to inform evidence-based practices, thereby optimizing Duolingo's contribution to instructed second language acquisition.

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SciSpace for Finding Relevant Literature in English Language Education Contexts: A Technology Review

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ABSTRACT
Writing a literature review part might be a challenging task for university students as they have to sit for some time to find recent literature that is closely relevant to their research topics. In that case, the authors spot the potential of utilizing *SciSpace,* Artificial Intelligence technology, to support the students in their literature review activities. In this study, the authors aim to review the potential benefits and challenges of using *SciSpace* to find recent literature relevant to students' research topics, framed under the task engagement principles. To achieve that study goal, the authors used a recent technology review approach to do the review and conducted rigorous peer debriefing activities to ensure that the review results are credible and trustworthy. The review results showed the benefits of using *SciSpace,* which included fostering task authenticity, maintaining students' interest, facilitating social interaction, supporting autonomy, and providing effective scaffolding. Meanwhile, the challenges of using *SciSpace* involved content accuracy and relevance, updating tailored content, handling complex queries and visuals, and offering context-specific feedback. Recommendations for maximizing the application's potential include improving content filtering, expanding interactive features, and providing specialized feedback. Future research agendas also are presented.

Keywords: academic writing, AI tools, EFL teaching, SciSpace, task engagement,

INTRODUCTION

In higher education contexts, such as those in English Language Education Programs, academic writing is an important skill to master by students before they write their research proposal, start their actual research, collect their research data, write their undergraduate thesis, and eventually finish their study (Mali, 2023b). Among various aspects of academic writing, writing a literature review part might be a challenging and boring task for students as they have to sit for some time to find recent literature that is closely relevant to their research topics (Mali, 2022; Mali, 2023a; Wang & Yang, 2012). Writing a sound literature review is essential to show students' deeper understanding of perspectives and discourses in the previous studies related to their study (Suryatiningsih, 2019). In that case, the authors see the potential of utilizing Artificial Intelligence (AI) technology, namely *SciSpace* to support the students in finding the literature for their writing. In this study, the authors aim to explore *SciSpace* and discuss the benefits and challenges of using the technology. The results of the review should provide lecturers or university students with a thorough understanding of using *SciSpace* to find recent literature relevant to students' research. Discussions and ideas

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presented in this study should also benefit university students or researchers who are working on the literature review of their research proposals, theses, and articles they wish to publish in academic journals. The authors will continue with a brief literature review providing a general overview of *SciSpace* and discussing task engagement principles that the authors use to review the technology.

LITERATURE REVIEW

General Overview of the Scispace

SciSpace (*https://typeset.io*) is AI generated platform that has been named as one of the must-go-to literature sources, especially in academic reading and scientific writing (Jain et al., 2024; Pinzolits, 2023; Roy et al., 2024; Sagre & Ahlawat, 2023; Souifi et al., 2024; Wu et al., 2023). It compiles ample writings from scholars' research of various fields of study to serve as a literature library — with metadata of 200 million+ papers and 50 million+ Open Access full-text PDFs for other researchers to refer to. As a derivative of its 2015 parent AI platform, *Typeset* (*https://typeset.com*), *SciSpace* was built by Shaikiran Chanda and Shanu Kumar to fill the gaps of an essential need for a purpose-built workspace that enables researchers, publishers, and institutions to collaborate and work efficiently, automate repetitive tasks, and discover information quickly (PubGenius, 2024). Not only does it cleverly pull out the related literature as the keywords and commands are inputted, but it also provides a summary, explanation, and framework of the literature, which then connects it to other relevant papers (Pinzolits, 2023; Giglio & Costa, 2023; Sagre & Ahlawat, 2023).

With its simple and versatile look, the *SciSpace* white background homepage only includes the necessary buttons to cohort with relevant AI tools such as *Copilot*(Roy et al., 2024; Souifi et al., 2024), *Literature Review*, *Paraphraser*, and *Citation Booster*. The access is free for basic service (Souifi et al., 2024), with options for premium service at certain prices and terms. The simplicity helps users, especially students, navigate the machine easily and facilitates reading and writing activities (Pinzolits, 2023). The platform also includes articles on updated trends in digital technology and various AI platforms, as well as current issues in academic reading and writing skills.

Task engagement principles

In the context of English Language Teaching (ELT), it is necessary for teachers to constantly create captivating classroom tasks so that students can fully benefit from the opportunities presented to them (Mali, 2024a, 2024b). Egbert (2020) defines a task as an iterative process with a specific goal and objective, aiming to produce a clear outcome. Since tasks are inherently iterative, teachers are required to devise tasks that engage students to avoid boredom. Engagement has been understood as classroom participation and attainment, which aim to improve achievement (Finn & Zimmer, 2012; Trowler, 2010). Egbert and Shahrokni (2018) described six main principles of task engagement. They are 1) *authenticity*, where tasks help students connect to their real lives; 2) *social interaction*, where tasks promote collaboration with peers, teachers, experts, or others; 3) *interest*, holding students' deep interest and integrating their interests into tasks; 4) *autonomy*, giving students control over their learning based on their needs and preferences; and 5) *effective scaffolding*, offering timely feedback when needed; 6) *learning support*, perceived as sufficient support through available resources, clear and attainable goals, ample time, and feedback, typically from teachers but also from peers and experts. With these principles in mind, the authors aim to explore how far *SciSpace* can meet the engagement principles so that the technology can help the students make their literature review process engaging and successful experiences.

METHOD

This study explored the potential benefits and challenges of using *SciSpace* to find recent literature relevant to students' research topics. To achieve that goal, the authors adapted Santosa's (2023) technology review approach to provide an in-depth exploration of a

technology application. More specifically, the authors reviewed features that *SciSpace* has, provided images or screenshots of the features to support the review descriptions, and used the theory (i.e., the task engagement principles by Egbert & Shahrokni, 2018) as a framework for the review. The authors then conducted peer debriefing activities (by Ary et al., 2019) to ensure the quality of the review results. Practically, the first (W) and second author (A) wrote the review according to the schedule arranged by the third (C) author of this study. Then, C read closely the reviews made by W and A several times and gave some feedback for improvement. W and A then discussed the feedback with C and revised the review based on the feedback. The fourth author (N) then made a final check on the revised review, and necessary revisions were made. Figure 1 displays the peer debriefing activities done by the authors.

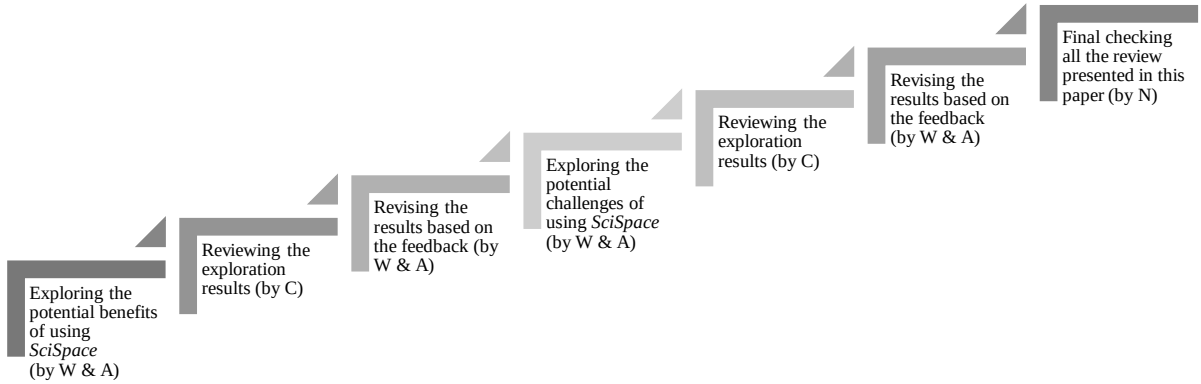


Figure 1. The peer debriefing stages

With this rigorous peer-debriefing activity, the authors are confident that the review results presented in the next sections are credible and trustworthy.

FINDINGS AND DISCUSSION

Potential benefits of using the application for EFL teaching

Authenticity

Embodying *authenticity* (Egbert & Shahrokni, 2018), *SciSpace* helps users connect to their real-world issues and foster self-efficacy by providing necessary information and data to the users in a matter of seconds. Reading and writing an academic paper requires an extensive amount of effort, time, and competency for literature research, which often feels daunting to some. By typing keywords and questions, *SciSpace* will generate all papers the machine thinks are relevant. The table of all papers generated by the machine is located at the bottom and is completed with insight and summarized abstracts. In a separate section on the top, the top five papers' insights are compiled and composed into a passage that includes the blue superscript numbers linked to the related paper.

Experimenting using *SciSpace*, a question with the keywords "What is the literature review for the use of *SciSpace* in academic writing?" is typed in. In the beginning, *SciSpace* only lists 20 papers, but it generates 130 papers the machine thinks are relevant to show in the table. Some have insights and summarized abstracts, but some have none. A passage of insights from five top papers is also included, with references marked with blue superscript numbers linked to the related paper in the table. The passage helps users save time and effort in collecting all the papers. Meanwhile, the insights and summarized abstracts help users screen and review the relevant papers. *SciSpace* has proven its authenticity, which helps users connect to their real-world issues and fosters self-efficacy.

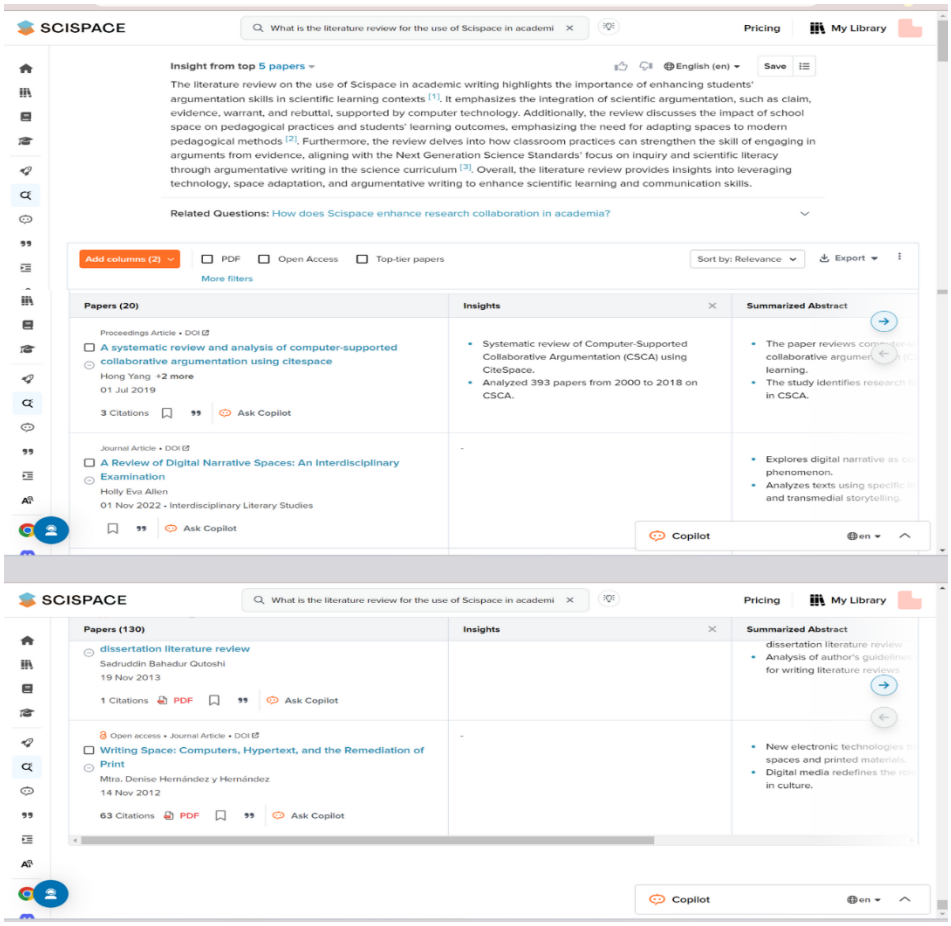


Figure 2. A question is typed in the search bar, resulting in a paragraph of insight

Interest

SciSpace has been armed with features that keep users' deep interest while integrating their interests into tasks (Egbert, 2020; Egbert & Shahrokni, 2018). Users can find relevant journal papers available online in *SciSpace* literature sources by typing keywords. Users can also simplify and extract the gist and excerpts of papers they own simply by uploading the pdf file, and *SciSpace* will read and work on the writing. Its *Paraphraser* feature is also available for users to personalize the original wordings. All in light of managing users using the platform at its best.

SciSpace also provides more features that invite users to adopt *SciSpace* as the primary tool that users use in both writing and reading academically. *Citation Booster* and *Citation Generator* features are available, providing in-text citation and citation references compelling to various standards and styles from APA 6 to MLA. Users can also store their papers in the *Library* feature, import them from *Zotero* (*https://www.zotero.org/*), and write their thoughts in the *Notebook* feature. With its *Academic AI Detector* feature, *SciSpace* acknowledges other tools that utilize deep learning AI, such as *Quilbot* (*https://quillbot.com/*), *ChatGPT* (*https://chatgpt.com/*), *AskJenni* (*https://jenni.ai/*), and other related tools. It allows users to check if any of those tools generated their text. *SciSpace* also provides a *Discord* (*https://discord.com/*) feature at the bottom of the display for communicative users who want to dialogue with others.

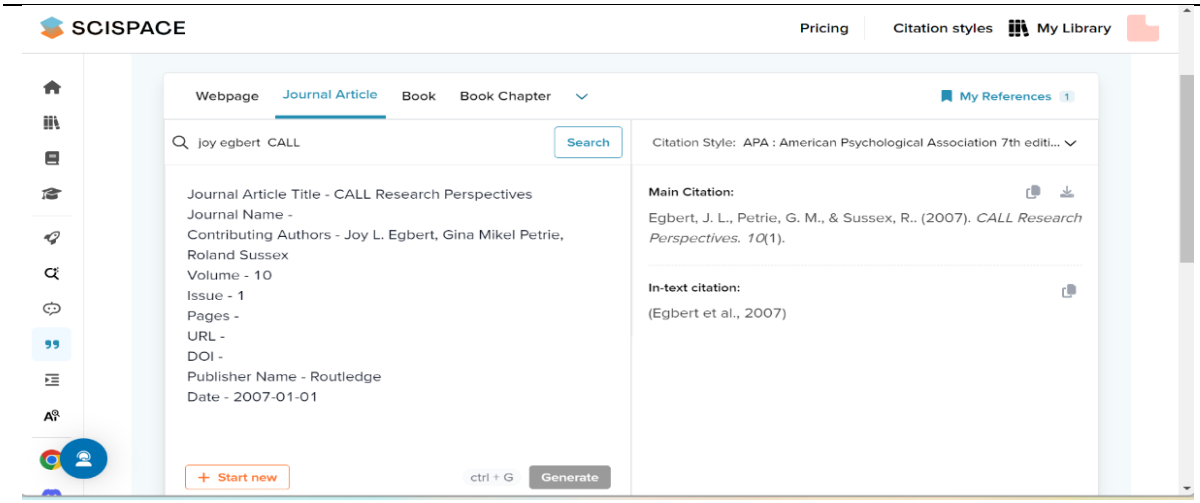


Figure 3. More features in SciSpace

Social Interaction

Egbert (2020) suggested that users' preferences must be considered when integrating social interaction into tasks. In *SciSpace*, users' preferences can be accommodated through questions students can ask within the platform. For example, if users want to know the process of second language acquisition between individuals, they can type a question in the *literature review* feature, such as "*How does the process of language acquisition differ between individuals?*" *SciSpace* then provides suggestions for several journal articles related to this topic. Users can further refine their search by selecting specific fields of interest related to second language acquisition.

Collaboration can be fostered through interactive features. In *SciSpace*, this is facilitated by the "*Ask Question on PDF*" feature, which allows users to upload their downloaded journals and pose questions related to their documents. Additionally, users can take advantage of the *Copilot* feature, an AI tool that explains or summarizes highlighted text. The *Copilot* feature responds to instructions in the right-hand column, and users can engage further by asking additional questions based on the information provided.

Autonomy

From searching journal articles to paraphrasing, *SciSpace* provides autonomy for its users. The most significant tool in *SciSpace* to support autonomy is the *SciSpace Literature Review*, which users can fully control. They can easily ask questions related to their interest, and *SciSpace* will suggest closely matched journal articles. To narrow down the search, users can click on "*PDF*" to display PDF-formatted journal articles, "*Open Access*" to show free journal articles, or "*Top-Tier Papers*" to highlight articles published in reputable journals. Additionally, the "*Sort By*" button allows users to organize search results based on specific criteria, such as relevance or alphabetical order.

SciSpace offers a feature to help users easily identify the most relevant journal articles by providing descriptive columns. These columns include suggested journal articles based on the search, with summaries of each article's content. Users can further customize their view by adding extra columns from various categories, allowing for more detailed options based on their preferences.

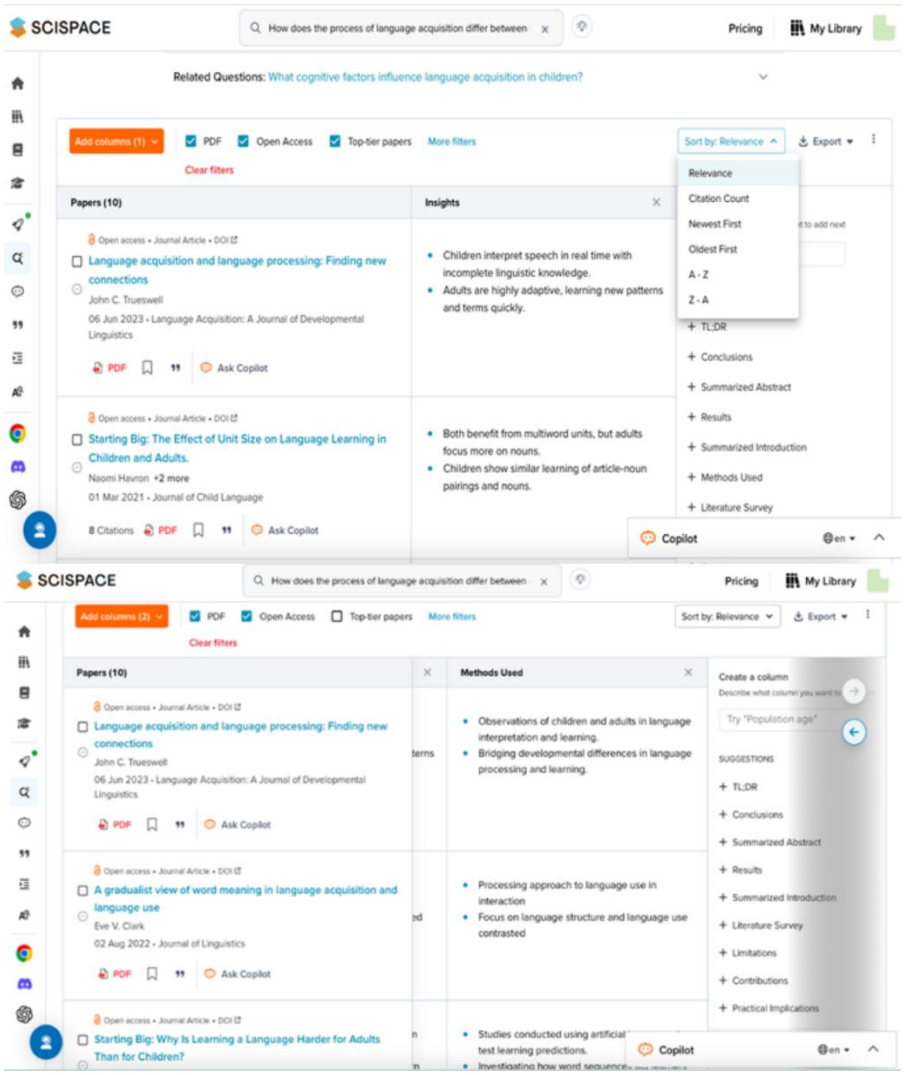


Figure 4. SciSpace literature review feature

Effective scaffolding

In scaffolding, the *SciSpace AI Paraphrasing Tool* can provide valuable feedback to users' writing. *SciSpace* claims that its paraphrasing tool is more advanced than its competitors, allowing it to rewrite text in a more human-like manner rather than sounding mechanical. The tool offers '*just in time*' feedback through its fast process, providing users with immediate paraphrasing recommendations. Although the tool does not explain why certain sentences need to be paraphrased, it encourages users to evaluate whether to accept the suggestions critically.

Potential challenges of using the application for EFL teaching

Authenticity

Despite *SciSpace's* attempt to foster *authenticity* (Egbert, 2020; Egbert & Shahrokni, 2018), to help users connect to their real-world issues and foster self-efficacy by providing necessary information and data to the users in a matter of seconds, it does not guarantee that the suggested papers from the search are appropriately and correctly relevant to the topic. The machine generously interprets the keywords inputted and includes data across various fields of study and research with those nuances. The abundance of generated information might challenge users' reading competency, cognitive skills, and critical thinking.

As shown in Figure 1, from 130 titles of papers provided in the list, only a few are relevant and fit the keywords' context and goals. The original goal is to find the papers to answer this question, "What is the literature review for the use of *SciSpace* in academic writing?". However, the machine includes numerous papers under the keywords *space*,

writing, and *literature review*, resulting in misleading data generation. For example, listing a paper that discusses a different platform named *CiteSpace*, *https://citespace.podia.com/*, is an alarming error that users must filter and scrutinize before finally deciding to use the papers. Good-quality critical thinking management is crucial to apply (Darwin et al., 2024).

Interest

As a result of the above, *SciSpace* might struggle to provide content that meets users' interests and goals individually. With users coming from diverse backgrounds and evolving research areas, it is a considerable challenge for *SciSpace* to keep the content continuously updated and relevant, specifically tailored to individual users' unique needs and preferences (Roshanaei et al., 2023). When experimenting with the author's name, as shown in Figure 2, compared to other platforms or deep learning AI, *SciSpace* fails to generate more references than expected. *SciSpace* needs a remarkable amount of data to accommodate and maintain individual users' interests in using its service.

Even though the simplicity of *SciSpace's* interface aims to help users stay interested, engaged, and focused on their tasks, it might also become a caveat for some users, especially the young ones. Young digital users' characteristics are more interested in eye-pleasing and interactive platforms and will perform better task engagements by working on a colorful, motioned -not static- platform. This proves a real challenge for *SciSpace* to stay versatile to all users with different levels of competencies, fields of study, and age.

Social interaction

Egbert (2020) emphasizes social interaction as the ability of learners to engage with fluent target language speakers, topic experts, and students in other locations. As such, this implies that an app must facilitate real-world interactions that feel as natural as human interactions. To evaluate the social interaction capability, we use the *Ask the PDF* feature by uploading a journal article titled "*ChatGPT as an AI L2 Teaching Support: A Case Study of an EFL Teacher*" (Octavio et al., 2024) and posing several prompt questions.

Our prompt questions ranged from basic inquiries, such as the content of the abstract, the methodology used, the participants involved, and the study results, to more advanced queries requiring information not directly available in the journal article. For instance, we asked, "*In which part of the journal article can this statement (copy of the statement) be found*?", "*What are the teachers' (participants') perspectives on the use of ChatGPT?*", and "*Who is the most frequently mentioned name in the references?*"

The results indicated that the AI feature responded accurately to inquiries directly addressed within the journal article. However, it faltered with more complex prompt questions, such as "*Who is the most mentioned name in the references*?" The feature suggested an incorrect name. When we further inquired about the name, the feature responded that it was not discussed in the paper.

In conclusion, regarding *SciSpace* as a social interaction facilitator, the feature works well for questions related to the uploaded journal article. However, it exhibits limitations when handling prompt questions requiring information beyond the article's content. Although the feature provides recommended questions that generally yield good answers, custom-tailored questions sometimes result in false information or an inability to provide answers.

Autonomy

First, *SciSpace*'s flexibility in structure is a limitation in facilitating autonomy. In the "*Ask the PDF*" feature, most suggested queries are predefined templates based on standard research paper sections (e.g., abstract, introduction, method, results, and discussion). While these templates cover common research paper components, some writers might prefer innovative formats or custom queries that suit their specific needs. For instance, they may need to include additional methodological details, extended literature reviews, or

supplementary materials that are not part of the standard template. The rigid templates can hinder such customizations.

Second, the handling of visual and graphic elements is another limitation. The *Copilot* feature in *SciSpace* cannot respond with charts, tables, or graphics. This is restrictive for writers who prefer their query responses to be presented in these formats. Additionally, the graphical interface of *SciSpace* is predefined, preventing users from adding tools or altering the layout within the platform or in their papers. This inflexibility can be a significant drawback for researchers who need unique formatting for their research papers.

Effective scaffolding

The "*paraphrasing*" feature in *SciSpace* tends to provide generic feedback rather than context-specific advice. Academic writing, particularly at the postgraduate level, often involves sophisticated arguments, specialized terminology, and complex theoretical frameworks. While generic feedback might highlight surface-level issues such as grammar, punctuation, or stylistic consistency, it often fails to grasp the deeper context of the work. For instance, an automated system might flag a sentence as unclear or awkward without recognizing that the terminology used is standard within a specific field or that the sentence structure is necessary to convey a complex idea accurately.

Additionally, *SciSpace* may lack access to all the necessary resources or databases that academic writers require for their research. This limitation can affect the platform's ability to offer extensive support, as writers depend on a wide range of reference materials, including specialized journals, books, and proprietary databases, to gather evidence, build arguments, and stay updated with the latest developments in their fields. Suppose *SciSpace* does not integrate with certain databases or lacks access to up-to-date and comprehensive research materials. In that case, users may need to supplement their work with additional resources from outside the platform.

CONCLUSION AND RECOMMENDATIONS

This paper has reviewed the potential benefits and challenges of using *SciSpace* to support students in finding recent literature relevant to their research topics in a more engaging way. The benefits include fostering task authenticity by connecting students to real-world issues, maintaining interest through various engaging features, facilitating social interaction via collaborative tools, supporting autonomy with customizable literature review options, and providing effective scaffolding with advanced paraphrasing tools. These potentials of collaboration, autonomy, and personalized learning have also been recognized by the reports and guides issued by governments such as the UK and the US Department for Education and world organizations such as UNESCO (Cardona et al., 2023; The Open Innovation Team and Department for Education, 2024; Miao & Holmes, 2023).

Meanwhile, the challenges are related to the accuracy and relevance of generated content, maintaining updated and tailored content to meet diverse user needs, handling complex queries and visual elements, and providing context-specific feedback. These challenges are closely related to the nature of Generative AI which has long been recognized as ‘black boxes’ in which their inner workings are not transparent or explainable, and thus users cannot determine where and how their outputs are determined and generated, and they often produce unexpected or undesired results (Miao & Holmes, 2023). In addition, Generative AI such as *SciSpace* largely depends on its training datasets, and thus it may generate outputs that are biased or outdated because it simply does not have the relevant, specific, or up-to-date datasets in its system (Cardona et al., 2023; Miao & Holmes, 2023).

To maximize *SciSpace*'s potential, specifically for English as a Foreign Language (EFL) teaching, it is crucial to enhance content relevance and accuracy by improving the AI's filtering capabilities to align with users' specific research needs. Expanding interactive and visual features, such as dynamic graphics, charts, and customizable templates, can make the platform more engaging for its users. Additionally, providing context-specific feedback by

developing the paraphrasing tool to recognize field-specific terminology and complex theoretical frameworks will better support advanced academic writing. However, these suggestions on improvements or additions to *SciSpace* largely depend on the capabilities of the website developers to train the system with more relevant and highly specified datasets, some of which will come from its users' feeds of academic articles. There have been concerns posed about such user-oriented datasets, namely the issue of biases and privacy (Cardona et al., 2023; Celik et al., 2022; Miao & Holmes, 2023; Popenici & Kerr, 2017). As a provider of service, *SciSpace* needs to provide a disclaimer and warning to its users to warn them of these issues.

For EFL research agendas, investigating the longitudinal impact of *SciSpace* on students' academic writing skills, engagement levels, and overall performance would provide valuable insights into its effectiveness. Comparative studies with other AI-driven academic tools can help identify best practices and areas for further enhancement, ensuring that *SciSpace* meets diverse learning needs and preferences and providing accurate data. Future research needs to explore long-term studies of *SciSpace* utilisations, implications on EFL students' self-efficacy and critical thinking skills, and ethical issues.

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The Widely Common Media to Teach English: Does YouTube Affect Students' Speaking Skills?

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ABSTRACT
The digital age has brought about significant transformation in many aspects of life, including education. On top of that, Siemens and Downes (2020) argued that the current digital era is defined by a concept called connectivism. It suggested that learning is fundamentally a social and networked process. Thus, the theory provided a powerful perspective on how digital platforms such as YouTube have changed the learning space. In this study, the authors aimed to find out the proper answer about the effectiveness of YouTube as the media that is widely used by teachers in improving students' English speaking skills. This study employed a qualitative systematic review. The authors set the criteria for selecting previous studies using Xiao and Watson's (2019) framework. The criteria were as follows: (1) published in journals and available in Google Scholar, (2) within the last five years from 2019 – 2023, (3) specifically related to the effectiveness of using YouTube as learning media in EFL classrooms to enhance students' speaking skills, and (4) original research article and using a quantitative approach. As a whole, this study supported the notion that integrating YouTube into the language classroom can lead to significant improvements in students' speaking skills, ultimately contributing to their overall language proficiency and motivation.

Keywords: English language teaching, speaking skills, YouTube

INTRODUCTION

The digital age has brought about significant transformation in many aspects of life, including education. On top of that, Siemens and Downes (2020) argued that the current digital era is defined by a concept called connectivism. It is a potential learning theory because it emphasizes how a student's learning improves through the knowledge and insights gained from their connections with others (Roberts, 2013). Thus, connectivism suggests that learning is fundamentally a social and networked process, shaped by our connections with others and the ease with which we can access and assess information. Further, according to Roberts (2013), only through these personal networks the learner can acquire perspective and diversity of opinion and learn to make critical decisions.

The theory provides a powerful perspective on how digital platforms such as YouTube have changed the learning space. It is important to highlight the fact that technological advances open up new opportunities to improve the quality and effectiveness of the English teaching and learning process. In other terms, students have easy access to a variety of learning materials, such as educational videos on YouTube. The traditional approach to English Language Teaching (ELT), which puts the teacher at the center and often overlooks students' communication skills, is falling out of favor. Today, teachers around the world are increasingly

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adopting communicative teaching methods that emphasize student interaction and practical language use (Jayanthi & Kumar, 2016; Shah, 2020).

Speaking skill

Many people worldwide are learning English to communicate internationally (Rao, 2019). Consequently, this fluency allowed them to achieve their goals and express themselves freely. However, without sufficient English proficiency, they may struggle to share their ideas and participate in classroom discussions (Noviyenty, 2018). After all, a core function of spoken language is to exchange information. Previous study has shown that Perfect communication is not possible for people without the use of language. In addition, effective communication is key to achieving our goals, especially in today's globalized world (Rao, 2019). This need for communication across borders is why languages are so important. Knowing a language goes beyond simply memorizing words, it means being able to speak and construct sentences that others can understand (Kürüm, 2016; Manning, 2022).

Particularly, many experts agree that speaking is a crucial skill in learning English. It also serves as a key indicator of a student's overall English proficiency (Mega & Sugiarto, 2020; Zyoud, 2016). Moreover, speaking is the common method of communicating with others to verbalize our opinions, questions, and even how we feel (Kristiani & Pradnyadewi, 2021). Many students still think that English speaking is a difficult skill to apply. As a result, they do not have much knowledge of English vocabulary. Teachers have started using YouTube as a learning medium because they know it makes learning more interesting and helps students communicate with each other. However, many students still face some challenges, such as not having the ability to communicate in English because they do not have a lot of vocabulary or grammar knowledge. They also do not have much exposure, which makes it hard for them to practice using the language outside the classroom. Some students also lack the confidence and motivation to improve their speaking skills (Sudarmaji et al., 2021; Syamsudin et al., 2024; Ulla, 2020). In the difficulties faced by students in an age that has integrated with technology, YouTube is an online media that presents a variety of materials that can be adapted to the needs of students.

YouTube as media in teaching and learning English

Education is undergoing a major transformation driven by technological advancements. Technology integration in learning is becoming increasingly common at all educational levels. This shift is partly due to the rise of "digital natives" – today's young generation who are comfortable with technology. This has led to a change in learning needs and styles, with a growing demand for more visual and interactive experiences. Research showed that rapid technological growth significantly impacts Gen Z (those born between 1995 and 2014) in particular (Tarihoran et al., 2022). Several theories have shown that technology has become an essential aspect of modern life, simplifying daily activities and offering numerous benefits (Kristiani & Pradnyadewi, 2021). In the field of English as a Foreign Language (EFL), this trend translated to the growing popularity of integrating Information and Communication Technologies (ICT) into e-learning platforms (Al Khotaba, 2022; Hariadi & Simanjuntak, 2020; Husna et al., 2019).

One popular e-learning platform for EFL classrooms is YouTube. YouTube is essentially a video-sharing site where users can upload, watch, and share videos (Chau, 2010; Ilyas, M; Putri, 2020). Heriyanto (2015) stated that educators find YouTube valuable because of its vast library of educational videos. As a result, it functions as a free online video repository, allowing for easy storage and access (Atmojo, 2021). Notably, teachers can leverage YouTube to simplify lesson preparation, while students can use it to hone their speaking skills at their own pace. Research suggests that students benefit from observing how native speakers communicate in YouTube videos, they can practice expressions, intonation, and vocabulary with greater accuracy and confidence (Meinawati et al., 2020).

Benefits of using YouTube in English language teaching

As we already know, English language teachers are increasingly using YouTube to bring real-world English into the classroom. This makes learning more engaging for students, as the materials are authentic and easy to understand. Therefore, the author feels that YouTube is beneficial in English Language Teaching (hereafter ELT). According to Catapano (2020), there are some benefits of YouTube to promote in your classroom. (1) YouTube gives a place for teachers. They can learn more about their teaching practice from many video resources. (2) Many videos are interesting and engaging, which will make it easy to get students interested in watching and learning more. (3) The videos are watchable anytime and place as long as students have internet access. (4) There is a wealth of resources from experts that will encourage students to learn more from the experts (Fachriyah et al., 2020 cited from Catapano).

Studies suggest that YouTube can benefit students in several ways. Studies by Kim and Kim (2021) show it can broaden their understanding of different cultures. Additionally, Adisti (2022), as cited in Kim and Kim, highlighted that YouTube use during study abroad programs can boost academic performance and engagement. This is because the platform offers a wealth of educational content, including materials to improve English skills. Finally, Riswandi (2016) emphasized that YouTube can enhance students' English speaking ability and overall motivation to learn the language.

The literature shows that YouTube is regarded as a significant source of online material that can play a vital role in the field of education and learning. Its popularity has grown considerably in recent years, particularly among adults (Almurashi, 2016). Therefore, in this study, the authors aim to find the proper answer to the research questions about the effectiveness of using YouTube as the media that is widely used by teachers to improve students' English-speaking skills.

METHOD

The study employed a qualitative systematic review framework. A systematic review, also known as a research synthesis, aims to present a comprehensive, neutral synthesis of many relevant studies in a single document (Aromataris & Pearson, 2014). Hence, it will synthesize several previous studies on the application of YouTube in teaching English as a foreign language (hereafter EFL) to enhance students' speaking skills. The authors set the criteria for selecting previous studies using Xiao and Watson's framework of systematic review (Husna et al., 2019 cited from Xiao & Watson, 2019). The criteria were as follows: (1) published in journals and available in Google Scholar, (2) within the last five years from 2019 – 2023, (3) specifically related to the effectiveness of using YouTube as a learning medium in EFL classrooms to enhance students' speaking skills, and (4) original research article and using a quantitative approach. Further, Google Scholar was the chosen source repository because it contains a vast number of published articles, making it simple to obtain relevant articles.

Based on the results of a systematic search of Google Scholar as the author's chosen online research platform, there are several relevant articles with appropriate topics related to the author's research. This search provided 900 articles identified by a combined review. After removing articles with duplicate titles, and abstracts, the authors had 35 articles ready for further review. After reviewing, the authors had 7 eligible full-text articles. The Google Scholar search results are described in the chart. This report follows the *Preferred Items for Systematic Review and Meta-Analysis (PRISMA)* reporting guidelines.

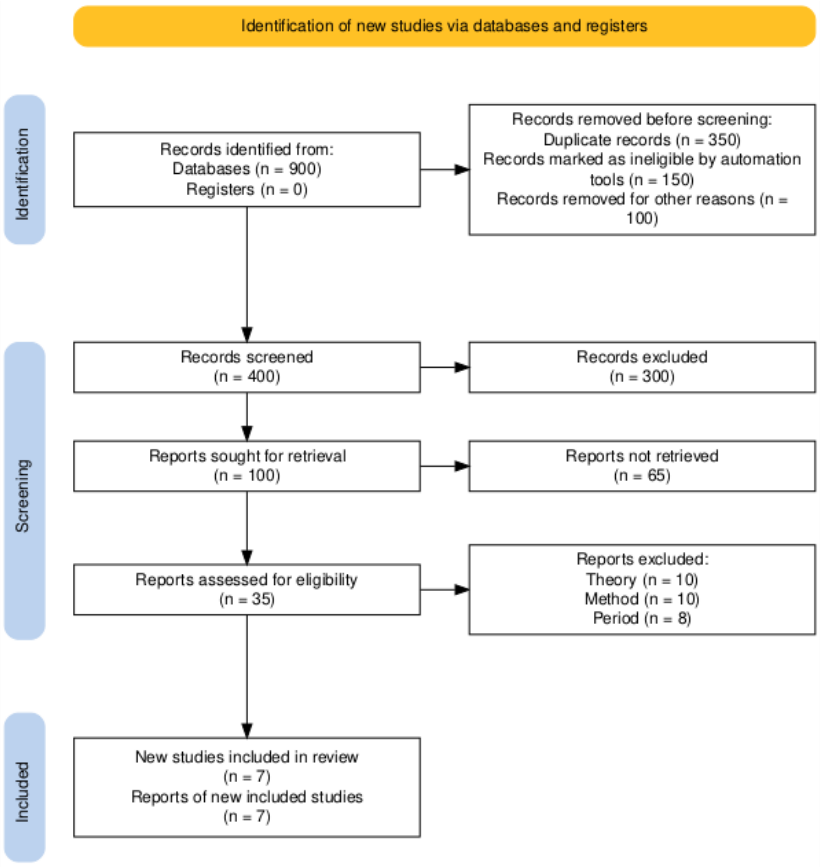


Figure 1. PRISMA Flowchart of the Selection Process

FINDINGS AND DISCUSSION

This part describes the findings of the previous studies on how much YouTube as a teaching medium is used by teachers in English language teaching and whether the use of YouTube is effective in improving students' English-speaking skills. Therefore, the authors attached the result of the selection process using PRISMA that has been carried out in Table 1.

Table 1. The Articles Selected Using Quantitative Approach

No	Authors	Years	Research Title	Journal /Volume/Database
1	Mona M. Hamad, Amal Abdelsattar Metwally, Sabin Yasmin Alfaruque	2019	The impact of using YouTube and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners	English Language Teaching/Vol.12/Google Scholar
2	Rena Tristiana, Ashari P. Swondo	2020	The Effect of YouTube Content Making on Students' Speaking Skill	Jurnal FISK/Vol.1/Google Scholar
3	Muhammad Ilyas, Miranti Eka Putri	2020	YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill	Journal of English for Academic (J-SHMIC)/VOl.7/Google Scholar
4	Linda Lestari, Iskandar Zulkarnain, Syafrina Prihatini	2022	The Effect of Introductory Videos in YouTube on Students' Achievement in Speaking Skill of the Tenth Grade	Journal of English and English education/Vol.2/Google Scholar
5	Nurul Syafika, Ali Ashari, Febti Ismiatun	2022	The Correlation between Watching YouTube Video and the Students' Speaking Ability at English Education Department of University of Islam Malang	Google Scholar
6	Ferdy Hasan, M. Khalid	2023	The Effect of Watching A Video YouTube Toward English Speaking Mastery on	Jurnal Pendidikan Tambusai/Vol.7/Google Scholar

			Students Class XI at Madrasah Aliyah Negeri (MAN) 1 Deli Serdang	
7	Syaputra A.Y, Azwandi, Syafryadin	2023	Improving Students' Speaking Skills Through YouTube Videos at the Seventh Grade of MTsN 02 Kota Bengkulu	Linguistic English Education and Art (LEEA) Journal/Vol.6/Google Scholar

YouTube as a learning medium mostly used by the teachers in ELT

The findings from the selected articles were used to answer the research question about whether incorporating YouTube content into language learning can have a positive impact on students' speaking skills because YouTube provides a platform for students to engage with authentic language materials, listen to native speakers, and practice their speaking skills more interactively and creatively. Additionally, YouTube offers a variety of resources that can make the learning process more interesting and engaging for students. The research answered how YouTube is used by teachers as a medium for teaching the English language. The researcher concluded that YouTube is a valuable resource that can be effectively utilized in teaching English to enhance students' speaking abilities and create a more engaging learning experience (Swondo & Tristiana, 2020).

Other views have shown that YouTube has been recognized as an effective tool in teaching English because it provides various benefits for language teaching and learning, such as (1) YouTube offers real-life language use, including everyday language, cultural content, and diverse accents, which can help students understand and learn the language. (2) YouTube videos are engaging and visually stimulating, which makes learning more enjoyable and motivates students to learn languages. (3) YouTube offers language learning materials to supplement traditional classroom materials and cater to different learning styles. (4) YouTube lets students practice listening, pronunciation, and language skills outside the classroom, promoting independent learning. As a result, the researcher concluded that incorporating YouTube videos into language teaching can enhance students' language skills, cultural awareness, and motivation to learn (Hamad et al., 2019).

One of the previous studies selected showed that using YouTube as a teaching tool offers some advantages. For instance, clarifying verbal messages, enhancing the learning process through direct interaction, and stimulating experiences and perceptions. Because YouTube is a popular and engaging platform, it can cater to different learning styles, and make it easier for students to accept and understand the lessons. They concluded that YouTube can indeed be considered an effective medium for teaching English, especially in improving students' speaking skills (Lestari et al., 2022).

Next, the authors present the average value of the research results from several studies related to the effectiveness of using YouTube in improving students' speaking skills based on the data collected (see Figure 1). We attach it to Table 2 as follows.

Table 2. Summary of the Selected Final Articles

NO	AUTHORS	MAIN CHARACTERISTICS	RESEARCH DESIGN	FINDINGS
1	(Hamad et al., 2019)	The Students of 1st Semester at College of Science & Arts Muhayil, King Khalid University	Experimental Research	The study found that the use of YouTube videos and YATI had a positive impact on EFL learners' speaking skills, leading to enhanced speaking fluency and performance. The authors recognized that these tools contributed to language acquisition and improvement in speaking fluency. They also highlighted the importance of integrating technology, such as YouTube videos and audio tracks into traditional classrooms to enhance teaching and learning processes. To sum up, the authors declared that YouTube videos were engaging and motivating for students, providing them with authentic language input and cultural

				content that enhanced their understanding and performance in English language learning.
2	(Swondo & Tristiana, 2020)	The Students at Second Grade of MA YASPI Senior High School, Labuan Deli	Experimental Research	The research result indicated that there were significant differences in students' achievement in speaking skills before and after being taught with YouTube content making. In this study, the authors suggest that English teachers can use YouTube content as reference material in the classroom to make learning more active and creative. Additionally, the authors emphasized the importance of providing students with opportunities to practice speaking English fluently.
3	(Lestari et al., 2022)	The Students at SMKS Muhammad Yaasiin Sei Lepan, Medan.	Experimental Research	The study demonstrated that the use of YouTube videos as a teaching tool had a positive impact on students' speaking skills. Because they showed improvement in their speaking abilities, including increased fluency, accuracy, pronunciation, and vocabulary. Besides, the average speaking ability score of students increased significantly after being taught with YouTube videos compared to before the treatment.
4	(Syafika et al., 2022)	The Fourth Semester Students' of English Education Department University of Islam Malang	Correlation in Nature	There is a significant correlation between students' habit of watching videos and their speaking ability. Here, students who watch YouTube videos have better speaking scores in their speaking ability. Consequently, watching YouTube videos has a positive impact and can influence students' speaking skills leading to enhanced proficiency and motivation.
5	(Hasan & Khalid, 2023)	The Students at the Second Grade of MAN 1 Deli Serdang	Experimental Research	The study highlighted that teachers should enhance their English language teaching competencies by improving speaking content mastery, utilizing suitable and appealing media, and fostering English language proficiency among students. Summing up, this study suggested that YouTube can serve as an effective tool for language instruction offering engaging and interactive resources that facilitate teachers in teaching and students in learning and skill development.
6	(A.Y et al., 2023)	The Students at the Seventh Grade of MTsN 02 Kota Bengkulu	CAR (Classroom Action Research)	The authors concluded to optimize the effectiveness of teaching and learning, teachers should address students' challenges in speaking activities by incorporating engaging media and methods in the educational process. The results from the research are successful indicating that utilizing YouTube digital videos can significantly contribute to improving students' speaking skills, emphasizing the importance of motivation and active student involvement. This study highlights the role of teachers in supporting students' progress in speaking by employing innovative approaches and resources like YouTube digital media to facilitate effective learning experiences.
7	(Ilyas, M; Putri, 2020)	The Students at English Study Program of Universitas Islam Riau	Experimental Research	The study found that after using YouTube channels to teach English speaking skills, there was a significant enhancement in students speaking achievement. This was determined through statistical analysis which showed a significant difference in students' speaking abilities post-intervention. Therefore, the study strongly supports the idea that integrating YouTube channels into language teaching can lead to significant improvements in students' speaking skills.

YouTube's effects on students' speaking skills

Swondo & Tristiana (2020) used a t-test to analyze their research data. On the other hand, the study included a pre-test and post-test using oral tests in the form of a short dialogue to collect the data. Moreover, the experimental group who was taught using YouTube content creation showed a significant improvement in speaking skills compared to the control group taught using conventional methods. Using YouTube in English language teaching has a

positive impact on students' speaking skills. The previous study by Swondo and Tristiana (2020) showed that using YouTube videos in language teaching can lead to significant improvements in students' speaking competence. A similar conclusion was reached by Hamad et al., (2019), whose research results showed that the use of YouTube and audio track imitation or YATI can make students more proud of their speaking performance, particularly as they lacked real contact with native speakers for practice, encouraging a competitive sense and motivation in the classroom environment. Hence, the post-test results showed a significant difference in students' speaking performance after using the YATI approach, demonstrating its effectiveness in developing speaking skills. In addition, the use of YATI not only has a positive impact on students' speaking skills improvement but also has a positive impact on their listening skills.

It was interesting to note that the results of selected articles showed such a big benefit of YouTube as a medium in English language teaching in improving students' speaking abilities. This may alter or improve aspects of teachers' teaching strategy and students' speaking skills. Because of the many positive impacts of using YouTube in teaching English, Syafika et al., (2022) suggested that incorporating YouTube into language learning can impact students' speaking proficiency and overall language skills.

CONCLUSION

In conclusion, the systematic review of the impact of YouTube on students' speaking skills in English language learning highlights the significant role of digital platforms in improving language teaching. The findings underscore the effectiveness of incorporating YouTube videos into the English language classroom to improve students' speaking skills, including fluency, accuracy, pronunciation, and vocabulary. The studies reviewed show a positive correlation between students' engagement with YouTube videos and their speaking skills, emphasizing the benefits of using multimedia resources in the language classroom. By using YouTube as a language learning tool, teachers can create engaging and interactive learning experiences that address different learning styles and encourage independent practice outside of the classroom.

As a whole, the study supported the notion that integrating YouTube into the language classroom can lead to significant improvements in students' speaking skills, ultimately contributing to their overall language proficiency and motivation. As technology continues to play a central role in education, the use of platforms such as YouTube offers teachers and students valuable opportunities to improve language learning outcomes and develop a deeper understanding of the English language.

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The Representation of Skepticism in *Don't Look Up* Film: An Overview of Current Environmental Issue

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ABSTRACT

This article explores the representation of skepticism in the film "Don't Look Up," highlighting its commentary on contemporary environmental issues. Through a satirical lens, the film portrays the tension between scientific evidence and societal indifference, revealing the complexities of public perception regarding climate change and ecological crises. The purpose of this study is to analyze the signs that represent skepticism in the film. This type of research is descriptive qualitative research using the semiotic theory of Pierce (1906) which consists of representation (sign), object, and interpretation. The researchers found types of representation in the form of 3 types of quali-sign, 15 sin-sign, and 2 legi-sign. The objects in the form 4 types of icons, 13 types of indexes, and a symbol. The interpretation in the form 17 of argument type. The signs that represent skepticism can be found in scenes in the form of dialogue, attributes, movements, and expressions. The film also represented that skepticism has a negative side towards the environment. In addition, this film represents that skepticism can be carried out in all aspects of social circles such as government, media, and society. The film serves as a critical reflection of current attitudes toward environmental challenges, emphasizing the dangers of misinformation and the necessity for collective action. Ultimately, this exploration underscores the film's relevance in stimulating discourse on the urgent need for recognition and response to the climate crisis, encouraging audiences to reconsider their roles in fostering awareness and advocacy in the face of skepticism.

Keywords: Don't Look Up, environmental issue, film, skepticism

INTRODUCTION

Indeed, the environment is an element that cannot be separated from the existence of human beings. Concern for the environment is a type of understanding of the environment planted in society. This understanding manifests itself in the form of good behavior. Humans' activities and viewpoints significantly impact the surrounding environment (Wahab et al., 2017). The desire of humans to develop a socio-economic area by transforming agricultural land into land for residential, corporate, industrial, business centers, tourist centers, and other uses, which could turn this desire into a potential that could damage the ecosystem around it, is one example of how we could find a variety of environmental problems around us as a result of human actions.

How the media covers and communicates environmental information can alter the community's perception of these concerns. The media can create the public agenda by choosing which subjects to cover and how they do so (Nasution et al., 2023). Skepticism has been an

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issue in society (Botwinick, 2010; Sinnott-Armstrong, 2006). This kind of distrust feeling is being investigated by scholars, even so a little. Skepticism is an indispensable component of the scientific repertoire (Klein, 2005; Williams, 2017). Undoubtedly, a considerable number of the most eminent skeptics have also been among the most eminent scientists of the globe (Baghramian & Caprioglio Panizza, 2022). Huang & Darmayanti (2014) tried to investigate skeptical issues happening in society. Environment concerns have plagued a number of nations. A rise in gas emissions, specifically carbon dioxide (CO2), has been identified as a contributing factor to the occurrence of natural catastrophes, including extreme temperature fluctuations and climate change, in a number of nations, including Indonesia. As a result, there has been a recent surge in the prevalence of environmentally friendly advertising campaigns. This study seeks to determine whether environmental concern, conservation behavior, and purchasing behavior characterized by skepticism toward green advertising claims are correlated. A survey was conducted to gather data from a sample of 150 respondents via a paper questionnaire. The researchers reached the conclusion that environmental concern had a positive effect on consumer skepticism regarding green advertising claims. Additionally, the result indicates that there is no statistically significant correlation between the degree of skepticism that consumers have towards green advertising claims and their environmental behavior. Consumer environmental concern exerts the most substantial impact on the degree of skepticism they exhibit towards green advertising claims.

Our study tried to figure out skepticism in a movie. Film is one of the most popular forms of mass communication with the general audience. Films frequently depict social phenomena such as societal trends, social dynamics, cultural customs, etc. Film, in particular, is a potent medium that effectively communicates the principles and convictions of modern cultures. Like other cultural products and mediums, film plays a significant role in creating and conveying meaning (Cloete, 2017). The film has several symbols, signals, and hidden meanings that the viewer can interpret (Danesi, 2004; Wollen, 2019). The relationship between representation and language is intimate, as representation fundamentally involves generating meaning through language. Hall asserted that representation facilitates the transmission of meaning among individuals and societies through visual depictions, symbols, and language (Erkkilä, 2004; Moore, 2014; Subardja & Arviani, 2021)

Schmerheim (2015) and Trifonova (2011) both explore the theme of skepticism in film, with Schmerheim focusing on the portrayal of skepticism in contemporary cinema and Trifonova discussing Stanley Cavell's perspective on the ontology of film. Moritz (2009) delves into the depiction of skepticism in the context of the relationship between science and religion in film, particularly in the works of Richard Dawkins, Bill Maher, and Dan Brown. Macarthur (2016) adds to this discussion by examining the paradoxical nature of acknowledging the human drama in film, as viewed through the lens of Cavell's ethical framework. These studies collectively highlight the diverse ways in which skepticism is portrayed and explored in film, from the questioning of reality to the examination of the human condition.

Don't Look Up (2021) is a film about the journey of a professor and his students who want to reveal the truth about a comet that will approach and destroy Earth. However, the professor's and his student's efforts were in vain, as the government's response to the information was skeptical. Skepticism is a philosophical idea that says we can't know reality as it is without looking at it through our own eyes. Skepticism has changed over time to mean not being sure about things most people think are true. All philosophical skepticism is epistemological, which means it is based on views about how much and how well people know things (Ottuh, 2022).

Hence, the researchers are intrigued by examining the film Don't Look Up (2021) due to its portrayal of a prevalent societal phenomenon - a critical stance towards environmental concerns. The film Don't Look Up (2021) conveys a poignant message urging us to prioritize

our stewardship of the surrounding environmental ecosystem. Through film, we can reduce skepticism towards the environment. In addition, this film also won at several award shows in various types of categories, such as the Top 10 Films category at the American Film Institute Awards in 2022, Top Ten Films category at the National Board of Review in 2021, Top Ten Films category at the New York Film Critics Online in 2021, and the Best Performance by an Ensemble category at the San Diego Film Critics Society Awards in 2022. The awards obtained prove that Don't Look Up (2021) is interesting to investigate. Based on the above, this study will find how the signs of skepticism are represented in the film Don't Look Up (2021).

METHOD

The researchers used qualitative research methods with a descriptive approach in this research. The object of this research was the film Don't Look Up (2021). The researchers used Charles Sanders Pierce's Semiotics theory, which focuses on the triangle model of meaning consisting of representation (sign), object, and interpretation (Peirce, 1991). To find the representation (sign), the researchers focused on three important sign types: qualitative sign (quali-sign), indexical sign (sin-sign), and symbolic sign (legi-sign).

Quali-sign is a sign that expresses a quality or characteristic, often evoking emotions, sensations, or subjective interpretations. It operates through resemblance or analogy rather than direct representation or correlation. Quali-signs often convey mood, tone, or aesthetic experiences in a narrative. Some characteristics of quali-sign are subjectivity, imagery, and emotional resonance. Sin-sign is a sign that indicates or points to something else through a direct connection, often based on a causal relationship. Sin-signs signify their objects through their existence and context, showing a real-world correlation that can be perceived or observed. Some characteristics of quali-sign are direct-relationship, contextual meaning, and observable evidence. Legi-sign is a sign that signifies an idea or concept through a socially constructed or culturally recognized association. Legi-signs rely on learned meanings and shared understanding to convey their significance, often representing complex ideas, values, or emotions. Some characteristics of legi-sign are cultural significance, abstract representation, and learned meanings.

The researchers collected the data sourced from scenes showing signs of skepticism in the film Don't Look Up (2021) by using note-taking and capturing pictures of each scene related to the research focus. The data in this research were taken from the film which focused on scenes that signify skepticism in the form of images, actors, attributes, text or language, body language, and others. The data were collected in several steps. First, the researchers watched the film Don't Look Up on the Netflix platform repeatedly and carefully. Next, the researchers identified scenes in the film that focus on each character that contain elements of skepticism. After that, the researchers selected several scenes in the film because not all can be used as data. Last but not least, the researchers took documentation by taking pictures of relevant scenes and then analyzed them.

After categorizing the signs into quali-signs, sin-signs, and legi-signs, the researchers analyzed the data by examining how each type of sign contributes to the film's overarching themes of skepticism and societal indifference toward environmental issues. This involved exploring the emotional resonance of quali-signs to connect viewers with the characters' experiences, assessing sin-signs to understand the direct consequences of public apathy and misinformation, and interpreting legi-signs to highlight the cultural and political contexts that shape public perception. By analyzing the interplay between these signs, the researchers gained insights into how the film critiques current attitudes toward scientific warnings and the urgent need for collective action in addressing climate change.

FINDINGS AND DISCUSSION

Here, the researchers displayed the results of the research. The researchers presented research results on the representation of skepticism in Don't Look Up (2021) film by using

Charles Sanders Pierce's semiotic analysis approach known as Pierce's Triangle of Meaning, which consists of representation (sign), object, and interpretation. After watching the film repeatedly and carefully, the researchers found several signs of skepticism in Don't Look Up (2021). Data is found in relevant scenes in the film.

Table 1. Data 2 (19.02)

Representation (sign)	Object	Interpretation
 Jason Orlean Grumbled and leaned against the chair while listening to an explanation about the Dibiasky Comet.	Jason Orlean looks bored and grumbles while listening to the explanation from Dr. Randall Mindy, Kate Dibiasky, and Dr. Teddy Oglethphore about the information about the comet that will destroy Earth	Jason Orlean seemed uninterested in listening to the comet information as he jumped straight to the point of the comet discussion. He should have considered the importance of the comet explanation. This image interpreted the attitude as uncaring and dismissive of the explanation of the Dibiasky Comet.

In data 2, the visible representation is a sin-sign in the form of a bored expression displayed by Jason Orlean. Legi-sign can be seen from Jason Orlean's body, leaning his head to the left and looking up. The object in this data is an index shown through the language Jason Orlean speaks—interpretation in this data, namely argument type.

Table 2. Data 3 (20.06-20.26)

Representation (sign)	Object	Interpretation
  President Orlean denies the impact of the Dibiasky Comet.	President Orlean told Dr. Randall Mindy not to say 100% of the impact of the comet but only 70% of the impact of the comet. President Orlean denied that the impact of the Dibiasky Comet was 100%	President Orlean did not believe or doubt the accuracy of the consequences of the comet's fall to Earth even though Dr. Randall Mindy, Kate Dibiasky, and Dr. Teddy Oglethphore had given explanations about comet Dibiasky. It interpreted the attitude of a president who does not trust the accuracy of the information brought by scientists and doubts about the impact of comets.

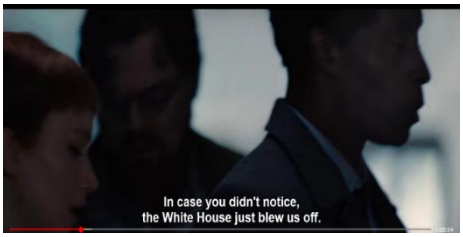
Data 3 shows the sin-sign in the form of President Orlean's expression, which looks relaxed in response to the information about the impact of the comet—the following representation in the form of legi-sign type. The object is an index. This refers to the language spoken by President Orlean. The interpretation of this data is argument-type.

Table 3. Data 4 (21.48-22.31)

Representation (sign)	Object	Interpretation
 President Orlean responds to Comet Dibiasky's impact.	President Orlean said, "Sit tight and assess," and laughed at Dr. Randall Mindy, Kate Dibiasky, and Dr. Teddy Oglethphore for the information they conveyed to President Orlean.	In this scene, President Orlean ignores the seriousness of a comet that will hit Earth and responds casually not to worry about the comet's impact. Thus, the president appears skeptical about the Dibiasky Comet despite having heard direct explanations from scientists.

Data 4 above shows a representation in the form of a sin-sign, which can be seen from the laughing response given by President Orlean. The object in this data is in the form of an index. The representation in this data is an argument.

Table 4. Data 5 (24.21)

Representation (sign)	Object	Interpretation
 Dr. Teddy Oglethphore talked to Dr. Randall Mindy and Kate Dibiasky after visiting a White House	Dr. Teddy Oglethphore said, "In case you didn't notice, the white house just blew us off," to Dr. Randall Mindy and Kate Dibiasky.	Dr. Teddy Oglethphore noticed the dismissive attitude of the government people when they were discussing and questioning the government's attitude towards Dibiasky Comet. It is interpreted that Dr. Teddy Oglethphore is aware of the attitude of the White House people who are skeptical about the information they provide. The people of the White House do not believe in the existence of a comet that will hit Earth and the threat that can destroy Earth.

Data 5 shows the representation of the sin-sign type, namely the expressions of Dr. Randall Mindy, Kate Dibiasky, and Dr. Teddy Oglethphore, who look frustrated after leaving the White House. The object in this data is the index type. At the same time, interpreting this data is the type of argument.

Table 5. Data 6 (30.39)

Representation (sign)	Object	Interpretation
 Women 1 talked to man 1 about the attitude of the government.	A woman spoke to a man about the government's denial of meeting with D. Randall Mindy, Kate Dibiasky, and Dr. Teddy Oglethphore at the White House.	In this scene, a woman realizes that the government had met Dr. Randall Mindy, Kate Dibiasky, and Dr. Teddy Oglethphore at the White House and heard information about the discovery of a comet that will destroy the Earth but the government has not broadcast or informed about the comet that would soon destroy the Earth. It is implied that a woman is aware of the skeptical attitude of the White House people who deny having met and heard information about the comet threat, so that information about it has not been followed up on and broadcast to the public.

Data 6 shows the representation of the sin-sign type, which can be seen from the expression of a woman who looks serious. The object in this data is the type of index. Meanwhile, the interpretation of the data is the type of argument.

Table 6. Data 7 (39.42-40.54)

Representation (sign)	Object	Interpretation
  The host of Rip Daily was broadcasting live information about Dibiasky Comet with Dr. Randall Mindy and Kate Dibiasky.	The host told Dr. Randall Mindy, "It's something we do around here. We just keep bad news light" during a live program on a television station called Daily Rip. In addition, the host addressed the general audience, "can come back anytime, but the yelling lady. Not so much" before closing the event.	In the first sentence spoken by the anchor to Dr. Randal Mindy in the middle of the broadcast, it is interpreted that this show does not want to broadcast bad news. This scene shows that they did not care and underestimated the seriousness of the comet's impact. This scene indicates the attitude of the Daily Rip hosts, who do not believe the comet threat spoken by Kate Dibiasky. In addition, it can be seen from the expressions of the hosts that they consider the information mere dogma.

Data 7 represented a sin-sign type, namely the expression shown by the Daily Rip host, who expressed happiness. The object in this data is a type of index. Meanwhile, the interpretation of this data is the argument type.

Table 7. Data 8 (42.29)

Representation (sign)	Object	Interpretation
 A meme post on the internet	A post on the internet was a meme of Kate Dibiasky being likened to an owl.	Data 8 shows how people made Kate Dibiasky jokes on social media just because she explained Comet Dibiasky's information. This indirectly shows the public's attitude towards the information the Daily Rip broadcasts. This scene implies skepticism about the threat of Dibiasky's comet even though they have watched the Daily Rip broadcast about the discovery of a comet that can threaten the safety of humanity. Instead of being earnest, people tend to be skeptical by ignoring the information and making Kate Dibiasky a joke.

Based on data 8 above, it can be seen that the representation contained is a type of sign. The object in this data is the type of icon. At the same time, the interpretation of this data is in the form of an argument.

Table 8. Data 9 (01.09.26-01.09.43)

Representation (sign)	Object	Interpretation
  Peter Isherwell was describing the contents of the Dibiasky Comet.	Peter Isherwell explained the content of the Dibiasky Comet, which was helpful for the Bash company. Peter Isherwell laughed while saying, "So you can imagine."	Peter Isherwell, CEO of BASH company, explains the content possessed by the Dibiasky Comet, which is very useful and has benefits for the Bash Company. This represented the CEO BASH, as more concerned with mining the Dibiasky Comet. The scene showed Peter Isherwell's attitude did not care about the seriousness of the threat of the Dibiasky Comet. Peter Isherwell thought that mining comets would generate greater profits than how to solve the problem of comets falling to Earth

Based on data 9 above, the representation is contained as sin-sign. The object in this data is an index in the form of speech spoken by Peter Isherwell about the content of the Dibiasky Comet. At the same time, the representation in this data is the types of decent (decision) and argument.

Table 9. Data 10 (01.10.06)

Representation (sign)	Object	Interpretation
 President Orlean responds to Dibiasky Comet's content	President said, "If we're to proceed,"	This scene implies that President Orlean is skeptical about the danger of the comet falling and destroying humanity. President Orlean prefers to agree to mine comets rather than provide a handling that could protect humanity from the threat of comets.

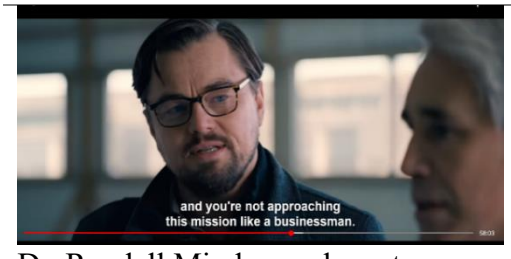
Based on data 10 above, the sin-sign type is represented in the form of a smiling expression. The object in this data is an index. Meanwhile, the interpretation contained in this scene is an argument.

Table 10. Data 11 (01.25.13)

Representation (sign)	Object	Interpretation
 Dr. Randall Mindy spoke to Peter Isherwell about the Dibiasky Comet mining mission.	Dr. Randall Mindy told Peter Isherwell, "You're not approaching this mission like a businessman.	This scene is interpreted as Dr. Randall Mindy warning Peter Isherwell not to underestimate the comet and not behave like a business person who only wants to make a profit. This is a warning to the CEO of the Bash Company, who is skeptical about the threat of the Dibiasky Comet.

Based on data 11 above, there is a representation, namely sin-sign, in the form of Dr. Randall Mindy's expression, which looks serious while talking to Peter Isherwell. The object is an index in the speech spoken by Dr Randall. The interpretation of this data is an argument.

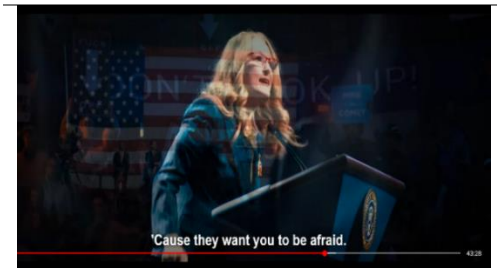
Table 11. Data 12 (01.32.19)

Representation (sign)	Object	Interpretation
 Dr. Randall Mindy speaks out forcefully on the live Daily Rip.	Dr. Mindy told the public during the live broadcast of Rip Daily, "Right, well, the president of the United States is fucking lying!"	Data 12 showed a sign in the form of expression and language spoken by Dr. Randall Mindy to the whole community to believe in the comet that would fall to Earth, and the government's attitude to protecting humanity is a lie. The government is skeptical

		about the threat of the comet Dubinsky. The government and the Bash company only want to profit from the mining of Dibiasky Comet.

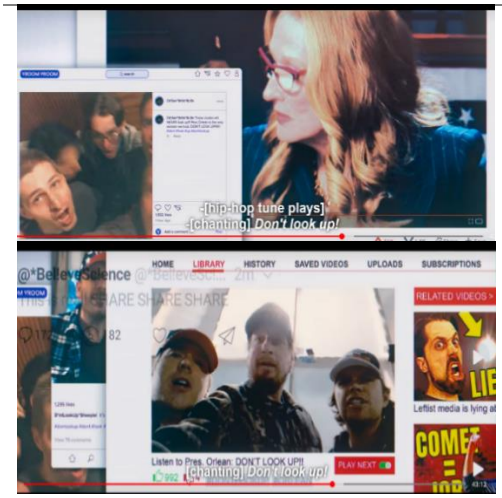
Based on data 12 above, the representation is a type of sin-sign in the form of Dr Randall Mindy's angry and firm expression. The object in this data is an index. The interpretation of this data is an argument type.

Table 12. Data 13 (01.01.39)

Representation (sign)	Object	Interpretation
 President Orlean is on the campaign trail.	President Orlean campaigned and said, "Cause they want you to be afraid."	The sentence spoken by President Orlean to the public interprets that President Orlean is trying to persuade the public not to believe in the comet that will fall to Earth and says that Dr. Randall Mindy and Kate Dibiasky only want to scare the public.

Based on data 13 above, the interpretation found in the type of sin-sign can be seen in the severe expression of President Orlean. The object in this data is an index type. The interpretation in this scene is the type of argument.

Table 13. Data 14 (01.39.56-01.40.04)

Representation (sign)	Object	Interpretation
 Social media user posts	Posts on social media that say to don't look up.	The posts in this scene interpret that some people still do not believe that there will be comets that would fall to Earth and destroy it. Data 14 shows a sign in the form of a public response posted online. Some people support the government not looking up comets and being skeptical about comets. This can be seen from posts that state don't look up.

Based on data 14 above, there is a quali-sign type of representation. The type of object in this data is an icon. The type of interpretation in this data is the argument type.

Table 14. Data 15 (01.41.09)

Representation (sign)	Object	Interpretation
 President Orlean wore a hat that read don't look up and people scream.	President Orlean was seen wearing a hat written Don't Look Up to support Don't Look Up action and the shouts of the people who supported President Orlean to ignore Comet Dibiaksy.	This picture interprets that President Orlean does not trust the comet that will fall to Earth. This can be seen from President Orlean's hat, which reads Don't Look Up. The government also campaigned to persuade the public to side with the government. In addition, some sentences showed the attitude of the community by cheering on the Don't Look Up out by the president. The society's attitude that rejects the warnings given by scientists shows that some people are still skeptical, trusting the government more than scientists who have stated the threat of Dibiasky Comet.

Based on data 15 above, the type of representation in the scene is the sin-sign type. The type of object in this data is an icon in the form of a hat worn by the president, and the index in this scene is the shouting of the people who say Don't Look Up, which shows an alignment. The type of interpretation in this scene is the argument type.

Table 15. Data 17 (01.47.39)

Representation (sign)	Object	Interpretation
 Don’t Look Up Campaign.	People cheered ‘don't look up’ as they didn’t believe the comet	Data 17 shows a sign of skepticism carried out by the community and the government through the provision of the Don't Look Up campaign, which aims to invite the community to side with the government. This can be seen from the ornamentation on the campaign stage in the form of a banner that reads Don't Look Up and the shouts of people who say Don't Look Up.

Based on data 17 above, the type of representation found is quali-sign. The objects in this scene are in the form of icons and indexes. Interpretation in this scene is in the form of an argument type.

According to Pierce's theory, the representation of skepticism in the film Don't Look Up, there were 23 scene pieces grouped into 17 data. The representation elements are 3 types of quali-signs, 15 sin-signs, and 2 legi-signs. The objects consist of four types of icons, 13 types of indexes, and a symbol. The researchers also found 17 in the argument types. The film Don't

Look Up represented a sign of skepticism towards environmental issues; this can be seen from several signs in the film through dialogue, attributes, movements, expressions, and music contained in the film. The Don't Look Up (2021) film showed that a skeptical attitude has a negative side to environmental issues. In addition, this film shows that skepticism can be carried out in all aspects of society, such as government, media, and society.

Skepticism is manifested through gestures and dialogues. Data 3 reveals President Orlean's skeptical stance toward the integrity and impact of the comet's effects. This is evident from President Orlean's explicit gesture while contradicting Dr. Randal Mindy's statements and President Orlean's specific request to refrain from using the phrase "100%". The manifestation of skepticism is evident in President Orlean's response, as demonstrated by the dialogue uttered by President Orlean, namely, "All right, presently, I propose we remain cautious and evaluate the situation." The statement "I propose we remain stationary and evaluate" suggests that President Orlean fails to fully comprehend the magnitude of the comet Dubinsky, which, if not addressed, will destroy the planet. Data 15 and 17 provide depictions of skepticism through qualities such as President Orlean wearing a hat with the words "Don't Look Up" and banners exhibited during the Don't Look Up action campaign.

The researchers also looked at the results and conversations and compared them to the results of other studies. The earlier results came from a study entitled Representation of Feminism in The Film of Jane Eyre (2011): Semiotics Analysis Study of Charles Sanders Pierce (Sarah, 2021). The researcher is primarily interested in what the feminist symbols in Jane Eyre mean. The researcher used Charles Sanders Pierce's semiotic theory method to gather, analyze, and show data. This study used scenes from Jane Eyre's movie as data. The data were then put into Pierce's Triangle Model of Meaning theory, which comprises representation, object, and meaning. Studies of the significant character Jane Eyre's movie show that it has feminist themes. These themes can be seen in several scenes, characters, and objects used in the movie. The main character of the 2011 movie Jane Eyre is shown to be an independent woman who is free from men who hurt her and who control her. She is also shown to be a woman who can make choices.

The findings of this research are derived from social processes that manifest in our surroundings—for instance, environmental concerns such as climate change, global warming, flooding, and other occurrences. The environmental difficulties are primarily created by human indifference towards environmental sustainability and a skeptical attitude towards the future consequences of their acts (Doherty & Clayton, 2011; Milfont, 2010). The environmental difficulties we face today are primarily created by human indifference towards environmental sustainability and a skeptical attitude towards the future consequences of our actions. This indifference and skepticism lead to a lack of commitment to necessary changes, such as reducing greenhouse gas emissions, conserving natural resources, and protecting biodiversity. As a result, we see the acceleration of climate change, deforestation, pollution, and the degradation of ecosystems. These environmental challenges are further exacerbated by the focus of many companies and brands on minor green activities rather than sustainable practices.

This indifference towards the environment stems from a lack of awareness and understanding about the direct impact that our way of life has on the natural world. In order to raise environmental awareness, people must feel a personal connection to the environment and understand how their actions are harming it (Mravcová, 2019; Weber, 2010). One of the main reasons for this indifference is the belief that individual actions do not make a significant difference in the grand scheme of things (Hoffmann et al., 2022). However, research shows that individual actions do play a crucial role in environmental sustainability.

CONCLUSION

Don't Look Up movie serves as a poignant critique of contemporary skepticism surrounding environmental issues, particularly in the face of scientific consensus on climate change and ecological crises. The film effectively employs satire to highlight the societal

indifference, misinformation, and political apathy that characterize modern responses to urgent environmental threats.

Through its narrative and character dynamics, the film illustrates how skepticism can manifest in various forms—ranging from outright denial of scientific evidence to the prioritization of entertainment over critical discourse. The contrasting responses of the scientific community and the general public emphasize the challenges faced by advocates of environmental awareness. The characters of Dr. Randall Mindy and Kate Dibiasky represent the frustrated voices of scientists striving to communicate the reality of impending disasters, while societal reactions reveal a troubling tendency to dismiss or trivialize these warnings.

Moreover, this movie underscores the role of media and political leadership in shaping public perception and skepticism. The film critiques how sensationalism in media coverage can dilute the gravity of scientific warnings, transforming existential threats into mere spectacles. Similarly, the portrayal of political figures prioritizing their interests over genuine concern for public safety serves as a stark reminder of the systemic failures that perpetuate environmental crises.

In conclusion, this movie not only reflects current environmental issues but also serves as a call to action against skepticism that hinders progress. By highlighting the dangers of indifference and the consequences of ignoring scientific warnings, the film encourages viewers to confront the realities of climate change and engage actively in advocating for a sustainable future. Its timely commentary urges society to overcome skepticism, embrace scientific truths, and work collectively to address the pressing environmental challenges facing our world today.

DECLARATION

We declare that this work presented is original and has not been published or submitted elsewhere.

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