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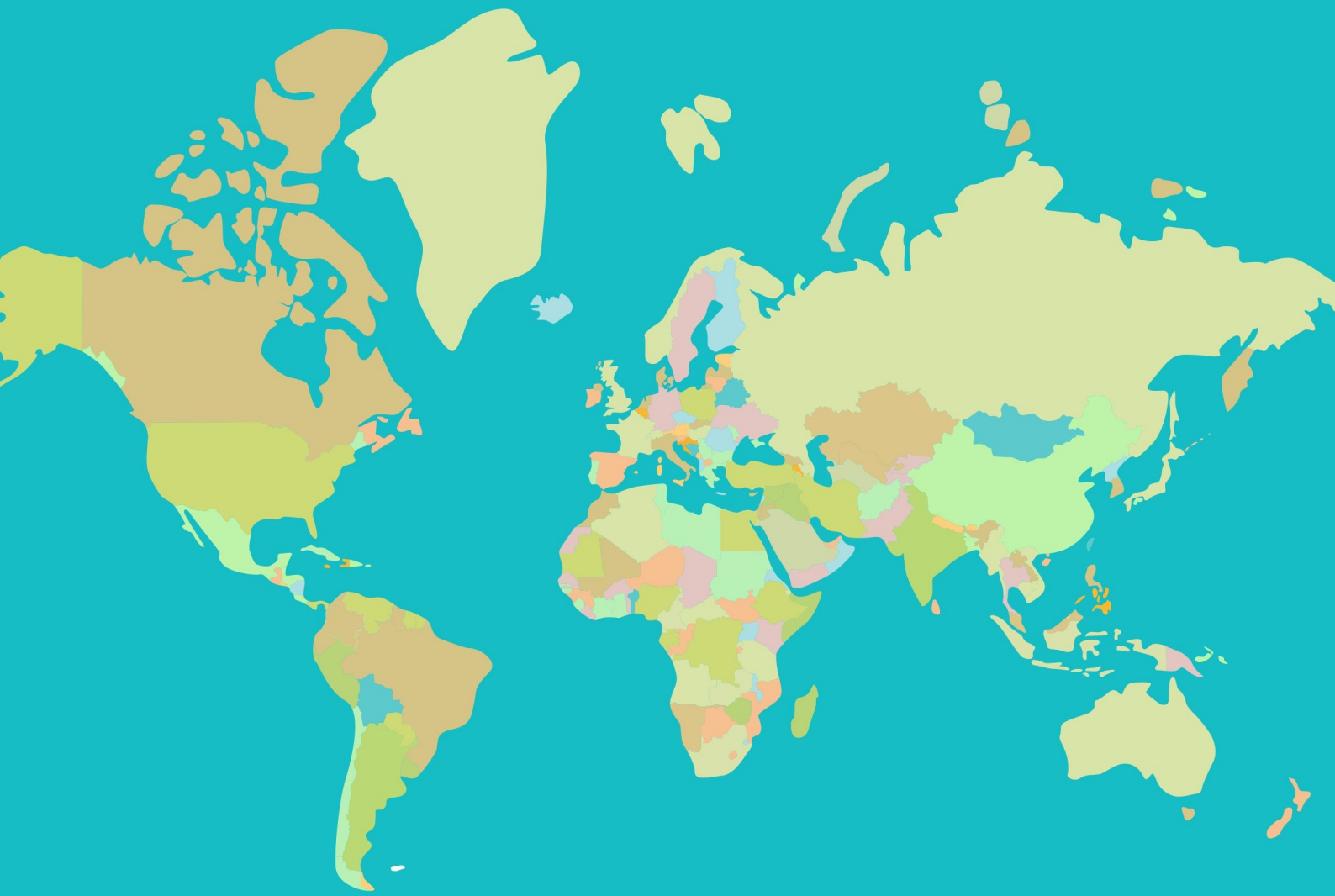

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THE ROLE OF ANXIETY IN ENGLISH LANGUAGE WRITING SKILL AT SECONDARY LEVEL STUDENTS

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Abstract
This study has investigated the role of English language anxiety, its types and impacts on writing skill at secondary school level. Quantitative approach was used in this study. One hundred seventeen students and twenty teachers of English Language were selected randomly in this study. Questionnaire was used as data collection tool. It was adapted from Cheng (2004) in a modified form of English language writing anxiety (i.e. second language writing anxiety inventory) to analyze the causes and effects of English language writing anxiety. Another questionnaire was used to collect data from teachers, which were related with English language writing anxiety in their students. Consequently, the findings confirmed that most of the students feel anxiety, which had a debilitating impact on English language writing. Similarly, evaluation of data discovered that somatic anxiety, cognitive anxiety, insufficient writing practice, avoidance behavior, loss of vocabulary expertise in the performance of writing represent the primary sources of anxiety in English language writing by students. Moreover, this research showed that very few teachers seem to assist their students' triumph over writing anxiety because of massive elegance and the limited time allocated for English classrooms. On the basis of the findings, a few suggestions made so as to help to lessen anxiety in English language writing classrooms. The suggestions for classrooms exercise centered on ways of handling English language writing anxiety and guidelines to make the writing magnificence and to create a good environment for stressful students.

Keywords: anxiety, cognitive anxiety, ESL writing, somatic anxiety

Introduction

Language is an important source of communication. Through language, we judge the feelings, emotions and interests of other people. In the state of anxiety an individual feels worry and nervousness. There are three types of anxiety, Trait anxiety, State anxiety and Situational specific anxiety. The role of anxiety in English language writing skill is an important factor. There is a great need of research in the skill of language writing anxiety. It creates the weakness in the field of learning English at secondary level (Aida, 1994).

However, it is commonly agreed that there are many aspects of anxiety in English language learning (Liu M, Hu Y, 2009) & (Vogely, 1998).English language speaking anxiety has been mostly researched (Cheng et al., 2004) while listening, reading and writing (English language) anxiety has not been sufficiently investigated. In modern

age, writing English is very important in Pakistan at Secondary level. This study investigates English language writing anxiety in terms of pattern, effect and causes in English as an English language learners at Secondary level in Pakistan. In Pakistan, students feel low level of anxiety in writing skill of English language.

Literature Review

Many researchers have investigated the role of anxiety in English language writing skill from different point of view in different cultures and environment, some of which obtained very relevant and valuable results for this present study. A limited review of prior study regarding the role of anxiety in English language writing skill and performance are cited hereafter.

This part of study shows the examination of different research works on English language anxiety, particularly on English language writing anxiety. The principle center is to describe English language writing anxiety concerning its types and definition, causes, effects and additional learning and viewing strategies to cope with it. It concerns whether English language writing anxiety is a situation specific anxiety or state anxiety? Whether it is destructive or supportive to the performance of language? The study of factors related with language anxiety and how to manage language anxiety in the language classroom is dealt with in this review. English language writing anxiety is an important part of second language anxiety. It has been examined as a different type of second language anxiety in this modern era with the improvement of hypothesis and research discoveries in second language anxiety.

In the state of anxiety, a person feels worried and nervousness and it also deals with nervous system of an individual (Spielberger, 1972). The response of emotion also deals with it. “It is a danger to some significance that an individual feels essentially to his presence as a personality” (May, 1977).

According to scholars, all the types of anxiety exist in a language learning (Leki, 1999; Vogely, 1998; Kim, 2000; Woodrow, 2006). English language writing anxiety is also a major form of anxiety and it has not been adequately researched. From the four types of skills, writing skill is to be considered less important. English Language writing has become progressively more important in this recent age. Some researchers have shown their interest in the anxiety of English language writing. Daly-Miller Writing Apprehension Test (WAT) (J.A Daly; M.D Miller, 1975) deals with it. It was established to assess the anxiety in first language writing, the 26-item English Language Writing Anxiety Scale (ELWAS) was developed (cited in Young, 1999). (Cheng et al., 1999; Lu, 2005 Gungle & Talor, 1989 ;) have used it. Gylnn, and Britton (1987), Kean stated that anxiety of writing creates a negative impact on the writing of students’. (Faigley, L: Daly, J.A & Witte, S.P, 1981) Cheng (2002) studied the relationships between the students’ perceptions of their English language writing anxiety. Cheng (2004) developed a scale which is Second Language Writing Anxiety Inventory (SLWAI), which consisted of somatic anxiety cognitive anxiety, and avoidance behavior.

Second language writing anxiety teaching (SLWAT), together with English language classroom anxiety scale (ELCAS) was used in Cheng et al., (1999) in which it was used to differentiate the English language writing anxiety and English language anxiety. The results show that this type of anxiety deals with skill specific anxiety. The study also discovered three important components of second language writing anxiety: (i) there is Low Confidence in Writing English, (ii) there is Aversiveness of Writing in English, and (iii) there is English Writing Evaluation Anxiety. Low self-confidence

is an important component of both English language classroom anxiety scale and second language writing anxiety teaching. In Woodrow's (2011) study, a total of 738 students in China answered questionnaires linked to self-efficacy and anxiety in writing English and finished a writing task immediately thereafter. The study shows that both self-efficacy and anxiety predicted writing performance, while self-efficacy helped the relationship between writing performance and English language writing anxiety.

After reviewing literature reported above, the researcher of the study at hand identified the gap which is described under mentioned points: there is scarcity of research work on English language writing anxiety generally at global level and specifically in Pakistan. The other points is in the light of literature review is the methodology of the research works. The present study is an effort to use quantitative method. This is an effort to bridge the said gap in the context of Pakistan.

Research Questions

The present study thus planned to seek answers for the following questions:

1. What are the components of anxiety in English language writing?
2. What are the profiles of the students' English language writing anxiety when dealing with a writing task?
3. How does the students' English language writing anxiety impact their English writing performance?
4. What are the causes for the students' English language writing anxiety and how are they dealing with it?

Method

The method of descriptive research was used in this study to see the role of anxiety in English language writing skill on Secondary level students and its impact on their skill of writing. This technique was used to explain the experience of students and teachers. Philip Grace (2001) stated that, it brings potential to explain events in less or greater depth as wished, too aware on diverse elements of different studies strategies to aware on and to have interaction in quantitative records to arrange facts in significant way. This technique is used by Cheng (2004) called second language writing anxiety inventory questionnaire, which used to measure the degree to which a woman or man feels anxiety, when they write in English language which supply both quantitative and qualitative facts.

The populations of the study were the students of secondary level and teachers from secondary school level of district Okara. The research aim is to explore the role of anxiety in English language writing skill and performance at secondary level. In order to achieve the research objectives, a large sample size is recommended. The large sample size is more representative of population and more reliable result can be achieved due to large sample size (Saunders et al., 2009). The sample size depends upon the availability of the resources such as time, human capital, finance, as well as ability of researcher (Saunders et al., 2009). Hair et al., (1998) suggests that in quantitative research, at least data is collected from hundred respondents in order to get reliable data analysis statistical tool.

A total number of four hundred and five questionnaires were delivered to the secondary level students of district Okara, out of which two hundred nine were received back from which only one hundred seventeen questionnaires were useable.

Representing the response rate 52.25%, simple random sampling techniques were used. Primary data were collected by using five point Likert scale questionnaire. In questionnaire, close ended questions were asked from the target population. All the items in the questionnaires were responded to use a five point Likert scale where 1 (Strongly Agree) to 5 (Strongly disagree) unless otherwise stated. Questionnaire consists of six sections. In the first section, questions asked from the respondents about their personal information, detail of other sections are discussed below one by one.

Section I: Cognitive Anxiety four item scales was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "I feel nervousness, while I write in English". "I feel anxiety due to the fear of evaluation of my English writing Composition task".

Section II: Somatic Anxiety Four item scale was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "My heart feels nervousness during the given time of writing English". "My mind frequently goes blank while I initiate to work on an English composition".

Section III: Avoidance Behavior Four item scale was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "Until I have not any desire, I might not use English to put in writing compositions". "I want to give best to avoid English writing compositions".

Section IV: Writing Performance Five item scale was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "I commonly experience my complete body inflexible and anxious after I write in English Compositions".

Section V: Strategies to control Anxiety

Two item scales was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "I avoid myself from the situation of writing in English". "I frequently seek every feasible possibility to write English compositions outside of class".

Questionnaire

Second language writing anxiety inventory questionnaire was adapted and modified, that was developed by Cheng's (2004), to evaluate the level of anxiety among the students of grade eleven. The unique version of the second language writing anxiety inventory was an instrument that measured the degree to which students feel nervousness in English language writing. In most of the research, it was associated with English language writing anxiety valid and reliable.

The questionnaire consists of two elements. The first element turned into meant to collect personal facts of the scholar that was gender and flow of examine. The second element was Second language writing anxiety inventory which included twenty two questions, scored on a five-point Likert scale starting from 1 (strongly Agree) to five (strongly Disagree). The twenty two questions of the Second language writing anxiety inventory had been divided into three categories of Anxiety, consisting of Somatic anxiety, Cognitive anxiety and Avoidance behavior. Respondents had been required to reply with an answer like agree, strongly agree, neutral, disagree and strongly disagree. Therefore, higher rating show higher stage of writing anxiety.

Procedure of Data Collection

Data for research was collected by using second language writing anxiety inventory which was adapted and modified. Every respondent turned into given code at the mark compiling sheet and the subjects have been guided to complete the questionnaire truly, before questionnaire distribution. During the fill up of the questionnaire, students needed clarification about some questions they need to provide their answers. Consequently, the questionnaire was applied to one hundred seventeen students who were selected by the use of simple random sampling before the use of other data collection tools.

Data Analysis Method

The data collected through questionnaire were processed and analyzed by using SPSS version 16.0 software. Firstly, Pilot testing was conducted for checking validity and reliability of the instrument as well as clearing the questionnaire by removing the poor quality question such as including too much missing value or bias ratings. Then statistical techniques were used in order to achieve the research objectives include Cronbach's Alpha test, Descriptive statistics for demographic variables and Descriptive analysis was used as situational analysis which computed the mean score for each English language anxiety variables and each item used to peer the general state of affairs of English language anxiety in English.

Findings and Discussion

This chapter deals with the investigation of English language writing anxiety on secondary level students. This chapter also deals with the analysis of data collection. The data was collected from the students of 9th class and teachers of secondary level. Therefore, this portion gives the findings and categorizes current subjects, writing anxiety experience, reasons on anxiety, impacts of English language writing anxiety concerning the learners' skill of English language writing and this chapter also deals with the techniques which are used by the teachers to help the students who feel anxiety in English language writing skill at secondary level.

Pilot Testing

For pilot testing eighty questionnaires were delivered by hand to the secondary level students of district Okara and collected right after they complete it out of which fifty two were received back, from which only thirty nine questionnaire were useable, representing response rate 48.75%. The pilot testing was conducted to find out the reliability of the items included in the instrument.

Reliability Analysis

The Chronbach's Alpha coefficient estimated the degree of our variables consistence. Overall, our variables presented values ranging between 0.612-0.829 (Table 1), thus classified as satisfactory. Therefore, the estimation of all components incorporated into the variables provided a good representation of each one of the variables under study, thus allowing proceeding with further analysis.

Table 1. Variable Consistency

Variables	**Cronbach's Alpha**	**F(Sig)**
Cognitive Anxiety	.821	5.021(0.000)
Somatic Anxiety	.687	10.255(0.000)
Avoidance Behaviour	.829	4.829(0.001)
English Writing Performance	.612	4.659(0.001)
Strategies to control anxiety	.710	6.213(0.000)

The Nature Regarding Writing Anxiety

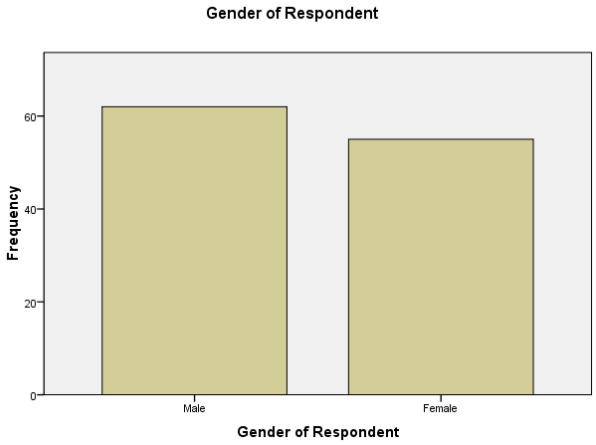
This section indicates that how much anxiety students feel during the activities of English language writing. English language writing anxiety inventory scale of Cheng (2004) was used by most of the researchers in intimation of find out the scale of English language writing anxiety to recognize the subjects of anxiety in writing at secondary school level. It is necessary to see how much anxiety students' feel during the performance of English language writing anxiety problems. In order to understand current situation of writing anxiety, this study investigated English language writing anxiety in terms of pattern, effect and causes in English as an English language learners at Secondary level in Pakistan. This frequency table which is given below indicates the situation of general anxiety of secondary level students.

Table 2. General Anxiety over Respondents/Students

Gender	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Male	62	53.0	53.0	53.0
Female	55	47.0	47.0	100.0
Total	117	100.0	100.0	

This table no.2 shows that data was collected from 117 students 62 male and 55 female who were from different schools of district okara. They showed anxiety level above the ideal mean score. The results of the data depicted that most of the students respond positively in English language writing at secondary level. The students' responses were positive in this study. According to them, they perform well in the situation of anxiety or nervousness. Table shows that role of anxiety is positive in the students of okara. Female students filled up the questionnaire carefully. The response from the female side school was so good.

Table 3. Frequency table



This frequency table no.3 (Gender of Respondent) shows the numbers of male and female students.

Factors of Writing Anxiety

First research question of this study deals with the causes of English language writing anxiety at secondary level. English language writing anxiety has an important role in English language learning. Actually, writing anxiety deals with the emotions and cognition. We feel anxiety when we feel and think during the process of writing. Some causes of English language writing anxiety we discussed as follows.

This section deals with the types of anxiety. In this study mean ideal mean score of the analysis is 3.00. The participants of the study were not anxious. It is evident that all variables like somatic anxiety, avoidance behavior and cognitive anxiety were above the mean score. The result shows the seriousness of English language writing anxiety in students. Horwitz, et al., (1986) stated that the variables which have mean score equal to 3.00 are slightly anxious, while the participants who responded below 3.00, they feel more anxiety and the respondents who responded above 3.00 are not anxious, they give positive response in the situation of anxiety. Our results show that the students feel low level of anxiety during writing task.

Cognitive Anxiety

In this section, the results obtained from questionnaires. This section deals with positive expectations. The results obtained from this type of anxiety deal with positive expectation.

Table 4. Anxiety Scale Related to Cognitive Anxiety

		Frequency	**Percent**	**Mean**
I feel nervousness, while I write in English.	Strongly Agree	7	5.98	
	Agree	14	11.97	
	Neutral	15	12.82	
	Disagree	45	38.46	3.7607
	Strongly Disagree	36	30.77	
	Total	117	100	
I feel anxiety due to the fear of evaluation of my English writing Composition task	Strongly Agree	10	8.55	
	Agree	10	8.55	
	Neutral	15	12.82	
	Disagree	26	22.22	
	Strongly Disagree	56	47.86	3.9231
	Total	117	100	
I do not be anxious that my English compositions is not good than others	Strongly Agree	29	24.79	
	Agree	22	18.80	
	Neutral	8	6.4	
	Disagree	27	23.08	3.0769
	Strongly Disagree	31	26.50	
	Total	117	100	
Due to the fear of evaluation I feel anxiety about getting poor grades.	Strongly Agree	17	14.5	
	Agree	35	29.9	
	Neutral	20	17.1	
	Disagree	27	23.1	3.1897
	Strongly Disagree	18	15.4	
	Total	117	100	

This table no.4 of questionnaire deals with the scale of anxiety which is related to cognitive anxiety. These four questions show the students role of anxiety in English language writing. The score of four questions is above than mean score, it means most of the students disagree and strongly disagree with the students. This shows that students play positive role in the situation of anxiety. This type of anxiety deals with the mind level. Most of the students are disagree with question no. 1 which means students do not feel anxiety during the task of English writing. 47.86 students strongly disagree with the question no. 2 which means students do not feel anxiety due to the fear of evaluation. Question no. 3 has mean score 3.0769 which is nearly equal to ideal mean score, it means students do not feel nervousness that their writing is not good than others. 29.9 students agree with the question no. 4 which means students care about marks. Students do not feel free during the task of writing. It means that students worry in the task of English writing. They try to get good marks and feel anxiety due to the fear of evaluation. The students who want to get good marks, they think and then write and they also feel anxiety due to the fear of grades.

Somatic Anxiety

This part of the study shows the results obtained from English language writing anxiety scale which deals with Somatic anxiety. Cheng (2004: 316) stated that it is state of tension and worry and it increases the unpleasant feelings. The scores of this type of anxiety are shown in following table.

Table 5. Anxiety Scales Related to Somatic Anxiety

My heart feels nervousness during the given time of writing English.	Strongly Agree	7	5.98	3.6667
	Agree	18	15.38	
	Neutral	18	15.38	
	Disagree	38	32.48	
	Strongly Disagree	36	30.77	
	Total	117	100	
My mind frequently goes blank while I initiate to work on an English composition.	Strongly Agree	11	9.40	3.9316
	Agree	5	4.27	
	Neutral	10	8.55	
	Disagree	46	39.32	
	Strongly Disagree	45	38.46	
	Total	117	100	
I tremble when I write under the pressure of time.	Strongly Agree	5	4.27	3 .7179
	Agree	22	18.80	
	Neutral	17	14.53	
	Disagree	30	25.64	
	Strongly Disagree	43	36.75	
	Total	117	100	
My thoughts turn out to be confused when I write English compositions in time limitation.	Strongly Agree	12	10.26	3.1538
	Agree	29	24.79	
	Neutral	22	18.80	
	Disagree	37	31.62	
	Strongly Disagree	17	14.53	
	Total	117	100	

This table no.5 also shows the students' responses. Among 117 students, most of the students were disagreed or strongly disagreed with the statements. All the four questions related to somatic anxiety have mean score above than three which shows that the students play positive role in the state of anxiety. They perform well in the state of anxiety. In this state of anxiety students take much care of writing. They write with much care. They write correct and perfect. Questionnaire also shows that students responded positively. They filled up these questionnaires with interest. The first question of this table shows that students do not feel anxiety. 32.48 students strongly disagree with the statement. They write freely. They do not take care of complexity. He keeps his heart cool and calm. Students also responded the second question positively mean their mind do not goes blank and they do not amalgamate the data.

39.38 students disagree with the statement no.3. They write well in this state of anxiety. 36.75 percent students strongly disagree with the statement no. 3 which means that they do not tremble due to the pressure of time. They write better under pressure of time. 31.62 percent students disagree with the statement no.3 which means that students' thoughts do not turn out to be confused during the English writing. Last two questions show that students control their nervousness.

Avoidance Behavior

This section deals with the behavior of the students. According to data gathered from questionnaire, students showed their behavior. According to Cheng (2004: 316) people avoid from writing. Writing is an activity, it requires practice. The results of these types of questions are shown below.

Table 6. Anxiety Scales Related to Avoidance Behavior

I write my thoughts often in English.	Strongly Agree	35	29.91	2.5385
	Agree	26	22.22	
	Neutral	22	18.80	
	Disagree	26	22.22	
	Strongly Disagree	8	6.84	
	Total	117	100	
I want to give best to avoid English writing compositions.	Strongly Agree	4	3.42	4.0769
	Agree	10	8.55	
	Neutral	17	14.53	
	Disagree	28	23.93	
	Strongly Disagree	58	49.57	
	Total	117	100	
I avoid myself from the situation of writing in English.	Strongly Agree	10	8.55	4.0769
	Agree	2	1.71	
	Neutral	17	14.53	
	Disagree	28	23.93	
	Strongly Disagree	60	51.28	
	Total	117	100	
Until I have not any desire, I might not use English to put in writing compositions.	Strongly Agree	18	15.38	3.0256
	Agree	29	24.79	
	Neutral	27	23.08	
	Disagree	18	15.38	
	Strongly Disagree	25	21.37	
	Total	117	100	

This table no.6 shows that a large number of students disagree or strongly disagree. 29.91percent students strongly agree with the statement no.1 which means students' write their thoughts often in English. 49.57 percent students strongly disagree

with the statement no.2 which means they do not avoid from English language composition. They do not avoid themselves from the writing. Most of the students strongly disagree with the statement no.3. It is also related with statement no.2. It means there are no avoidance behavior in question no.2 and 3. 24.79 percent students agree with the statement no.4. It also shows that there is no avoidance behavior in all these statements' results.

Other Causes of Anxiety in Writing

This part of the study deals with the last part of English language writing anxiety scale which is known as some other causes of anxiety in English language writing. It also deals with the problems that students feel in the classroom.

Respondents Attitude towards Writing

This section is related to the students' attitude towards English language writing. It means how much students enjoy the environment of writing in the classroom.

Table 7. Results Regarding Attitude to Writing

I frequently experience worry once I write English compositions under time limitation.	Strongly Agree	11	9.40	3.5385
	Agree	21	17.95	
	Neutral	13	11.11	
	Disagree	38	32.48	
	Strongly Disagree	34	29.06	
	Total	117	100	
I am scared of my English composition being selected as a pattern for dialogue in class.	Strongly Agree	20	17.09	3.1709
	Agree	18	15.38	
	Neutral	23	19.66	
	Disagree	34	29.06	
	Strongly Disagree	22	18.80	
	Total	117	100	

This table no.7 shows that two questions of this questionnaire are related to other causes of writing anxiety. The mean score of both the score is above than 3.00 which means students are disagree and strongly disagree with the statements. Students do not worry about time limitation during writing. They do not fear that their work will be selected as dialogue. By these questions we see that students write better under time pressure. They write better with much care. They avoid from errors. Students do not fear from dialogue. They talk with each other positively. In these questions, anxiety plays positive role in English language writing skill.

Anxiety Concerning with Personal problems

Anxiety also occurs due to personal problems. Some questions of English language writing anxiety inventory scale indicate some personal problems of the students which are linked with forgetfulness and concentration. The results are shown in the table.

Table 8. Anxiety Related to Personal Behavior

My mind frequently goes blank while I initiate to work on an English composition**.**	Strongly Agree	11	9.40	3.9316
	Agree	5	4.27	
	Neutral	10	8.55	
	Disagree	46	39.32	
	Strongly Disagree	45	38.46	
	Total	117	100	
I commonly experience my complete body inflexible and anxious after I write in English Compositions.	Strongly Agree	12	10.3	3.7949
	Agree	10	8.5	
	Neutral	15	12.8	
	Disagree	33	28.2	
	Strongly Disagree	47	40.2	
	Total	117	100	

In this table no.8, most of the students disagreed and strongly disagreed with the statements. The results depict that there is high level of concentration in the students. They write about topic with full concentration. They do not become tense during the task of writing. They feel easiness in this type of writing. These types of questions deal with personal problems but students responded positively. In the state of problem a student cannot write well. But anxiety plays a positive role among the students of English language writing skill.

Information of Vocabulary

This portion presents the information about vocabulary. Writing will be good if there is great knowledge of vocabulary. Knowledge about vocabulary is very important in writing task. If there is knowledge of vocabulary, students feel low level of anxiety. Vocabulary is the main source of writing. A man can write well with the storage of words. Students write freely and fluently with the storage a large amount of vocabulary.

The Impacts of English language Writing Anxiety on the writing of Students

The third question of this study is impacts of English language writing anxiety on students' writing skill. This part deals with the impacts of English language writing anxiety on writing skill.

Table 9. Effects of Anxiety on the Performance of Writing

I freeze up when suddenly requested to write English compositions.	Strongly Agree	4	3.42	3.9060
	Agree	11	9.40	
	Neutral	19	16.24	
	Disagree	41	35.04	
	Strongly Disagree	42	35.90	
	Total	117	100	

I commonly experience my complete body inflexible and anxious after I write in English Compositions.	Strongly Agree	12	10.3	3.7949
	Agree	10	8.5	
	Neutral	15	12.8	
	Disagree	33	28.2	
	Strongly Disagree	47	40.2	
	Total	117	100	

This table no.9 shows that number of students disagreed or strongly disagreed with the statements. The mean score of the statements is above than 3 which mean students play positive role of anxiety in the task of English language writing. According to students they do not care about something else, they start to write abruptly when they will be asked for writing. They do not feel worry. Students write better in this state of anxiety. They do not take care of problems and tensions. When the students were asked to write, they write freely without any hesitation. This shows that anxiety plays positive role in the student's English language writing skill.

Some Strategies to Control the Anxiety of Writing in Students

This is the fourth question of our study that how can we overcome or control the negative effects of writing. In this technique there is a great role of teachers to control the negative role of anxiety.

Table 10. Strategies to Overcome Anxiety

I avoid myself from the situation of writing in English.	Strongly Agree	10	8.55	4.0769
	Agree	2	1.71	
	Neutral	17	14.53	
	Disagree	28	23.93	
	Strongly Disagree	60	51.28	
	Total	117	100	
I frequently seek every feasible possibility to write English compositions outside of class.	Strongly Agree	31	26.50	2.7521
	Agree	31	26.50	
	Neutral	12	10.26	
	Disagree	22	18.80	
	Strongly Disagree	21	17.95	
	Total	117	100	

In table no.10 we can see that both questions are playing positive role of anxiety. The score of first question shows that students do not avoid from the situation of writing because students strongly disagree with the statement. 26.50 students are strongly agreed with the second question. It means students like to write in English outside of the classroom. They feel anxiety and hesitation in the class.

To sum up the part of this study, we found that anxiety plays positive role in English language writing in the students of Punjab, Pakistan at secondary level. This portion deals with the students and teachers relationship. Teachers should promote the

habits of writing among the students. They should encourage the students. They should give opportunities to write with freedom. They should create a friendly environment between students and teachers so they can ask questions without any hesitation.

Discussion

The term anxiety deals with the tension and nervousness. English language writing anxiety deals with the obstacles of writing and the tension and nervousness which students feel during the task of writing. It also deals with the nervousness of foreign language anxiety (Dewaele, 2007). The results of my study depend upon causes and types of anxiety. The results of questionnaire show that there is low level of anxiety among Pakistani students. Previous work reported that students of junior level feel high level of anxiety and the students of high level feel low level of anxiety (Cheng, 2002).

The results of English language writing anxiety inventory scale indicate that cognitive anxiety is the major source of anxiety. Somehow, anxiety plays negative role in this type. Cheng researched on Chinese students, he found that anxiety plays negative role in the task of writing but in Pakistani context students feel low level of anxiety. In the type of cognitive anxiety, students only feel anxiety due to the fear of grades otherwise they write freely. Students want to get good marks in the exam so; they write carefully and feel anxiety.

Previous studies concerning English language anxiety showed that high level of anxiety plays negative role on the students' writing performance (Cheng et al., 1999; Cheng, 2004; Hassan, 2001). The present study was little bit different from earlier studies. It showed that students perform well in the state of anxiety. It should be pointed out that students feel anxious in the examination hall. They think about good grades, due to the fear of grades they feel anxiety. It is widely acknowledged that writing is a productive activity and needs a certain quantity of practice. Avoidance behavior, as a result of ESL writing anxiety, would in turn be harmful to L2 writing improvement and cause higher anxiety. Some students reported physical effects of writing anxiety. They experienced various symptoms of anxiety more or less, such as accelerated heartbeat, perspiration and blushing.

Conclusion

The aim of this study is exploring the role of anxiety in English language writing skill and performance at secondary level students. In order to achieve the research objectives questionnaire was used as a data collection method. The collected data were analyzed by using SPSS software. Sample consists of 117 secondary level students and 20 English teachers of secondary level. The research objectives were tested by using descriptive statistics analysis.

The results suggested that role of anxiety in English language writing skill was positive. According to students they write well in the state of anxiety. The level of anxiety among the students was above the mean score which means anxiety plays positive role among the students. There are three components of anxiety cognitive anxiety, somatic anxiety and avoidance behavior. The main strategy to control anxiety among students depends upon teachers. Teachers should create healthy environment of writing.

The results and findings of the study showed that due to the fear of evaluation and negative marking in the tests, students write carefully. The results of the study also showed that by the co-operative environment between the students and teachers and by creating a friendly relationship, anxiety can be eradicated.

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THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE IN ENGLISH LANGUAGE LEARNING CONTEXT: CASE OF LITERATURE FOR YOUNGER AND OLDER CHILDREN COURSE

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Abstract
Globalization and the advancement of technology influence people to communicate with each other. Nowadays, people in different regions and countries interact with each other and intercultural interaction happens among them. In this context, there is intercultural communication when the interaction occurs. In recent years, the emergence of the Intercultural Communication Competence (ICC) concept has entered the education field. This paper discusses the integration of ICC concepts and areas to a course in one of the private universities in Jakarta and sees how the course incorporated ICC concepts for students' ICC development. The course is Literature for Younger and Older Children that integrates the ICC concept by conducting a virtual exchange program, excursion, and a project for their students. The virtual exchange happened between the participants and their group friends from Sweden. The phenomenology qualitative method was applied to dig deep information about the participants during the course activities. Observation, participants' video reflection and the virtual exchange program are the data of this research. The result of this research is all of the course activities support the participants to develop the ICC areas; the knowledge, skills of interpreting and relating, skill of cultural awareness, skill of interaction and discovery, and attitudes. At the end of the course, the participants have developed their intercultural communication competence.

Keywords: intercultural communication competence, students' ICC development, course ICC development, virtual exchange

Introduction
In the globalization era, individuals can travel and associate with others from various cultures or nations. In consequence, Günay (2016) stated that intercultural interaction has been increasing significantly as the effect of globalization. This intercultural communication also occurred in Indonesia due to its cultural diversity, especially in Jakarta. Since Jakarta is the capital city of Indonesia, there are hundreds of different ethnicities from all of the regions in Indonesia that inhabit Jakarta (Suswandari, 2017). Thus, the differences that occurred could lead to social conflict among the citizen and between its government and the citizen (Suswandary, 2017).

The intercultural communication around people could lead to conflicts since based on Hall (1976), culture is visualized as an iceberg which has the upper part of culture

and hidden part of culture. This concept is also supported by Lopex-Rocha (2016), stating that seeing the culture is not only just about the surface or the visible part of the culture such as foods, languages, and festivals on the particular culture, but there is also a hidden part of the culture such as beliefs, values, and perceptions. Since people's beliefs, values, and perceptions influence how people perceive information during intercultural interaction and communication, those could lead to misunderstanding, stereotyping, and even prejudices among the society of different cultures. The clashes occurring above are because of cultural differences supported by Barash and Webel (2002) when two people's behavior tends to be negative when they have different ways of conveying their values to one another. Therefore, intercultural communication competence is necessary to be developed by people nowadays.

Due to the importance of ICC, Language Education Department in one private University in South Jakarta namely Literature for Younger and Older Children offered a different program. There are several learning outcomes for this course that are related to the ICC such as recognizing and understanding the value of diversity in the society and using multicultural literature that illuminates multiple perspectives to expand the understanding that reflects and expands learners' experiences. Since the course learning outcomes became related to the ICC concept, the syllabus integrated the ICC areas that were applied in each lesson. During the learning process, the students that enrolled the course were required to do several course activities that encouraged them to develop the ICC. There were offline classes, virtual exchange, and excursion activities as a course activity. In the virtual exchange, there were collaborative projects with a public university in Sweden. Consequently, there would be exchange interactions between those students with different cultural backgrounds during the virtual exchange. Therefore, this research would investigate how ICC incorporated in the Literature of Younger and Older Children.

There were two research questions in this research:

1. How is ICC incorporated in the Literature for Younger and Older Children course (especially during their collaborative project with students in a public university in Sweden?)
2. To what extent are students' ICC developed through the Literature for Younger and Older Children course?

There are two objectives of this research that the researcher was trying to achieve. The first objective of this research is to explain the incorporated ICC areas in the Literature of Younger and Older Children course, especially during the collaborative project with a public university in Sweden. The second objective is to describe to what extent students developed their ICC during the Literature for Younger and Older Children course.

Literature Review

Relevant Research

There are numerous relevant studies that discuss intercultural communication development. The research titled "Understanding the repercussions of ICC: A study on the degree of students' cultural awareness, social and communication skills" by Mahmud and Wong (2016) investigated the students' attitudes towards other cultures that affects their cultural awareness and how ICC acquisition level influence the social and communication skills that can foster the development of intercultural communication. The result of this research was the participants or the ADTP students

indicates the "considerable level of communication competence" based on the areas in Byram's ICC model (1997). The study finds that the students possess the awareness of others' culture and indicate the familiarity of others' culture (Mahmud & Wong, 2016). The students also showed the willingness to be empathetic towards the other cultures (Mahmud & Wong, 2016). Furthermore, it can be stated that the students show positive attitudes towards others from different cultures that are existing among the students (Mahmud & Wong, 2016). Besides cultural awareness and attitudes, the result of this study also indicates the students are showing the skills to communicate and maintain their social life with others from different cultural backgrounds (Mahmud & Wong, 2016). Thus, the intercultural competence environment allows the students to get the exposure of intercultural surroundings and affects their cultural awareness or sensitivity towards other cultures (Mahmud & Wong, 2016).

There is research in Indonesian context titled "Investigating the Students' Strategies in Developing Intercultural Communicative Competence (ICC) Model in Indonesia University Context" by Edi, Wello, & Dollah (2017). This research investigated the Indonesian university students strategies in enhancing the ICC model. The researchers employed the qualitative methodology by applying the grounded theory design. There were four students from English study program in STKIP Yapis Dompu-NTB as the participants of this research which were A.M, Y.A, A.S, and E.D. The data collection techniques were interview, observation, field note, audio recording, and documentation. The result of this research indicated that the students possess different strategies in increasing the ICC model. The students developed the ICC areas which were the skill, knowledge, attitude, behavior, and awareness in different ways. A.M has developed sixteen strategies in improving the ICC such as creating comfortable feelings and pleasant situations when communicating with people from different languages and cultures. Y.A has developed nine strategies which are understanding the content of the conversation and controlling the gestures when the interaction happens. A.S has developed seven strategies in enhancing the ICC which were knowing the content of the conversation and the readiness to acquire other cultural knowledge that was not fit to their own culture. E.D has ten strategies in developing ICC models which are showing good attitude and good personality towards foreigners, communicating with polite words, and using nonverbal behavior when facing difficulty in communicating with people who have different languages and cultures.

There is also research in Turkey conducted by Güneş and Mede (2019) that investigated the integration of intercultural communication competence in an EFL course focusing on the teachers' and students' perspectives. The researchers did the action research because based on Burns & Hood (1995), the action research was to achieve teachers' professional development in the class (as cited in Güneş and Mede 2019). Besides investigating the teachers' and students' perspectives, action research was also to understand and investigate the process during the implementation of ICC in the course. Moreover, the researchers used the mix-method which quantitative and qualitative methods for data collection and data analysis. For the quantitative data was collected through the pre and post ICC scale. Moreover, the qualitative data were collected through the students' semi-structured interviews and teachers' reflective journals. Furthermore, the result of this research is in students' perspective although they had some interactions with someone from different cultural backgrounds, they still have hesitation and are open to learning their values and belief in some cultures

(Güneş and Mede, 2019). However, there are also significant differences between before and after the integration of ICC, there is an increasing number of scores of learners' skills, knowledge, attitudes, and action after the integration of ICC in the course. Furthermore, the result of the teachers' reflective journals showed "the students were interested and open to learn new subjects related to different cultures and they enjoyed learning English in the ICC driven module" (Güneş and Mede, 2019 pg. 361).

The paper titled "Teaching ICC through virtual exchange" by Monicka Hřebačková, (2019) reflected how the virtual exchange in foreign language courses create a great opportunity to foster the development of intercultural awareness, communication skill, collaborative skill, and enhancing information communication technologies. This paper also discussed the motivational practices in teaching intercultural awareness and a foreign language, key concepts of ICC, and overview of the history of the virtual exchange. The conclusion of this paper was that virtual exchange has an impact and benefit for the learning process (Hřebačková, 2019). Virtual exchange allowed the students to experience the different learning activities besides the traditional in-class learning (Hřebačková, 2019). Students involved creatively "by supporting critical thinking, individual commitment, teamwork, and the distribution roles of the team (Hřebačková, 2019). Finally, virtual exchanges supported various technological skills (Hřebačková, 2019). Therefore, even though there were challenges that the students face, virtual exchange was "highly motivational and should be more systematically implemented in language teaching" (Hřebačková, 2019).

Defining Intercultural Communication Competence

ICC has been talked about in numerous works of writing for quite a long time. In light of Arasaratnam & Doerfel (2005), research in the Intercultural Communication territory has a short history of around 50 years with Hall (1959) as a father of this field. Numerous researchers have defined the ICC but the key point of ICC itself does not have different meaning from one key point and others. Wiseman et al (1989) stated that the key point of ICC is the ability of identifying one's own culture and the attitude to other people's cultures (As cited in Arasaratnam & Doerfel, 2005). Moreover, based on Koester & Lustig (2015), the key point of ICC is something that someone is perceived to be but not someone's doing. Furthermore, Deardoff (2004) defined ICC as "skills for acquiring and processing knowledge about other cultures as well as one's own culture" (Pg. 194). Thus, someone can be said capable in intercultural communication when "their motivations, skills, and knowledge lead to the desired outcome in the specific context and achieve the effectiveness, appropriateness or perhaps satisfaction of communication" (As cited in Koester & Lustig, 2015 pg. 1). Furthermore, Based on Deardoff (2004), attitude is the essential ability in fostering the intercultural communication skill that could influence different viewpoints such as "valuing other cultures" (as cited in Pinto, 2018). In addition, the description of someone who already developed ICC based on Byram (1997) is when someone succeeded in building relationships with people from other cultures in the foreign language.

ICC Incorporated in Language Learning

To communicate effectively is also the purpose of studying a language nowadays besides the ability to utilize the language in the real world. The statement supported by Cetinavci (2012) stated the fact that language teaching or learning programs theoretically or authoritatively are meant to cause the students to have the ability to utilize the language to communicate adequately. In addition, the theory from Hymes (1972) argued that social factors additionally have a role in communication. He stated that the ability to utilize the language reflects the ability to utilize the language in various social settings properly (As cited in Galante, 2015). Furthermore, due to globalization and technological advancement, communication among people developed into intercultural communication between regions or countries. Gribkova & Starkey (2002) stated the major purpose of interculturality is to manage the students to communicate with somebody that communicates in different dialects on equivalent standing and to know about their characters and their interlocutors. Henceforth, ICC has been prescribed to be joined into language learning by numerous educational institutions, including the Council of Europe CEFR (2001).

Byram's ICC Model

Michael Byram's (1997) Model of Intercultural Communicative Competence (ICC) Müller- Hartmann, Andreas / Schocker-von Ditfurth; Marita (2007). *Introduction to English Language Teaching.* Stuttgart: Klett.

Savoir comprende* / *skills* of *interpreting and relating

What? (explanation) = ability to interpret a document/event from another culture, to explain and relate it to documents/ events from one's own culture, learners relate oral and written texts to each other and try to interpret each in the light of the other, involves the skill of **mediation**

How can it be developed in class?

tasks that allow careful reading, analysis, interpretation of texts – in order to achieve a change of perspective

- creative tasks working with literary texts (writing new scenes, new ending), look at action in literary text from the point of view of minor characters, projects/simulations – learners experience a situation from different cultural point of view (how does the American school work – what is a typical day like at such a school), role plays / certain games

***Savoirs* / Knowledge**

What? (explanation)

not primarily knowledge about a specific culture but rather k. of ***how social groups and identities function*** (own and others)

- knowledge of social processes, + knowledge of illustrations of those processes and their products, k. about how other people see oneself as well as k. about other people, knowledge about self and other, of interaction (individual and societal)
- comprises traditional *Landeskunde* knowledge [autostereotypes (+/- stereotypes a person has about his/her own culture), hetero-stereotypes (+/- stereotypes sb has about other cultures)]
- knowledge about social interaction

How can it be developed in class?

facts (film, texts, internet, authentic material), working with stereotypes in class, guest speakers ...

Savoir s'engager* / *critical cultural awareness

What? (explanation)

ability to evaluate critically on basis of explicit criteria, perspectives, practices, products in one's own culture / other cultures, countries, closely connected with cultural studies, dealing with speakers from another culture always involves the evaluation of a culture – this often leads to an exchange of stereotypes, aiming for a critical evaluation of another culture – development of all the other 4 levels / competences necessary, including a critical perspective on one's own culture

How can it be developed in class?

- critical comparison how Australian and German society deals with immigration

***Savoir être* / *Attitudes* (*savoir être*)**

What? (explanation)

attitudes, values (one holds because of belonging to social groups / to a given society), attitudes of the ***intercultural speaker*** and mediator, = foundation of ICC, curiosity, openness, readiness to suspend disbelief about other cultures and belief about one's own, willingness to relativise one's own values, beliefs, behaviours, willingness not to assume own beliefs etc. are the only possible and correct ones, ability to 'decentre' – ability to see how own values, beliefs, behaviours might look from the perspective of an outsider who has a different set of values, beliefs, behaviours

How can it be developed in class?

using brainstorming, visual aids when working with texts to create curiosity and interest, using texts written by or about learners from other cultures telling about their lives, children's and young adult literature, authentic texts – brought by learners (songs, interviews), virtual and face-to-face encounter projects (e-mail, exchange) – getting-to-know phase important, cultural similarities in forefront

Savoir apprendre* / *faire* / *skills of discovery and interaction

What? (explanation) = ability to acquire new knowledge of a culture/cultural practices and to operate knowledge, attitudes, skills in real-time communication and interaction

How can it be developed in class?

comparing e-mails, face-to-face and virtual encounter projects (web cam), chat, study visits – ethnographic observation tasks (sounds, images, smells ...), negotiation of cultural misunderstandings, role plays, critical incidents

Due to the integration of culture in language learning, Byram (1997) has defined the concept of ICC that brought the culture to the advance of language learning. Byram (1997) said that someone has already developed ICC when they succeed in building relationships with other people that have different cultural backgrounds in foreign language.

Based on the Byram (1997), somebody is called able in ICC when fostering the area of interpreting and relating *(savoir comprendre)*, knowledge *(savoirs)*, critical cultural awareness *(savoir s'engager)*, attitudes *(savoir être)*, and skills of the discovery and interactions *(savoir apprendre/faire)*. The following is the explanation of the areas of ICC model (as cited in Legutke, Müller-Hartmann, & Ditfurth, 2007):

First area is when students have already developed the skill of interpreting and relating, they are able to interpret the document or practices of other cultures and explain and relate it to the document or practices of their own culture. Furthermore, they are also able to relate the verbal or written texts to each other's cultures and interpret it. There are some activities that can be done in the classroom in order to develop this skill, such as tasks that permit thorough reading, analysis, and interpretation of text. The purpose of the tasks is to achieve the changing of students' perspective.

Second area of ICC model is when students develop the knowledge skill. They would understand the knowledge of how cultural identities and social groups function. Knowledge of social processes, knowledge about social interaction, and knowledge about themself and others. Furthermore, the development of the knowledge in the classroom activities such as learning about facts from movies, texts, internet, and authentic materials, and or from guest speaker. The excursion activity to some historical places also would help the students to get knowledge of their own cultural knowledge.

Then, cultural awareness would develop when the students have the ability to be aware and evaluate critically of one's own culture or other culture based on the obvious criteria, viewpoints, habits, and products in that culture. They would also deal with people from other cultures and be involved with the evaluation of the culture. Furthermore, that action leads to the exchange of stereotypes. The activities to develop the cultural awareness inside the class is critical comparison of one culture and others.

The next area is attitude which means when the students developed curiosity, openness, open minded, the readiness to suspend distrust about other cultures and belief about one's own.(Byram, 1997). They have readiness to break the disbelief about other cultures and belief about their own culture. Furthermore, the activities that can be implemented in the classroom to develop the attitude are brainstorming activity, and visual support for the text in order to encourage curiosity and interest. The face-to-face exchange project would also encourage students to develop the attitude.

The last area is the skill of discovery and interaction. Students that have developed the skill of discovery and interaction when they have the ability to obtain new knowledge of culture or cultural events. They also have the ability to implement the knowledge, attitudes, and skills in real-time communication and interaction. The class activities that can be implemented to develop the skill of discovery and interaction are face-to-face or virtual projects, negotiation of cultural misunderstandings, and role plays.

Virtual Exchange

Due to the advancement of technology, the use of Information Communication Technology (ICT) in the English learning context has become part of the educating and learning process in the 21st century (Hřebačková, 2019). There are many forms of ICT that are used in the teaching and learning process, including virtual learning (Hřebačková, 2019). One example of virtual learning activities is virtual exchange (VE). VE is the virtual activities where the communication and interaction constructively takes place among the individuals or groups who are in the separated region or country and/or have different cultural backgrounds, with the educator assistance that integrating the deep influence of intercultural conversation and exchange with a wide range of technology (Erasmus, 2019). Based on Dooly (2017) &O'Dowd & Lewis (2016), VE is the project collaboration and intercultural interaction that requires an online platform with classmates from different cultural backgrounds under the guidance of the facilitator or the educator.

VE in language learning has brought many advantages to the development in the education field. VE is the type of projects for collaboration that encourage students to have better understanding of language education (Hřebačková, 2019). Furthermore, based on Dolly & O'Dowd (2020), the virtual exchange can support intercultural awareness and intercultural education in general. Furthermore, Dolly & O'Dowd (2020) stated that VE supports the learning of other cultures compared to the usual and traditional cultural studies that can be found in the classroom. Due to the advantages of the VE, this learning experience on the VE is so valuable that it should be more recognized by the educator (O'Dowd, 2017).

Multimodality

The new modes of communication occurred since the technology development influenced the way people create and exchange information. Due to the advancement of digital media, *multimodality*, the mix of various types of semiotic modes like discourse, writing, picture, signal, can be viewed as significant (Hafner, 2014). The idea of multimodality starts with the understanding that language is one of the informative assets through which importance is (re)made, distributed, and interpreted (Jewitt, 2008; Kress & van Leeuwen, 2001). The mode definition in the mode varies as the organization "regularised organised set of resources for meaning-making, including, image, gaze, gesture, movement, music, speech and sound-effect" (Jewitt & Kress, 2003, p. 1). Therefore, it is impossible to grasp how people plan and learn with language(s) aside from they take care of other modal resources (Early, Kendrick, & Potts, 2015).

Recent research related to multimodality has affected societies and education systems in significant ways, and has potential to play the main role in English language teaching and learning for recent generations (Early, Kendrick, & Potts, 2015). Furthermore, technological advancement nowadays affects the form of multimodal texts. There is digital multimodality where the combination of several modes in the form of digital is created. The examples of this digital multimodal are video animation, movie, electronic posters, podcast, and web pages that contain the combination of modes. Thus, the digital multimodal texts can be utilized as the tools for the English language teaching and learning activities.

Method

Research Method and Procedure

This research aimed to explore the phenomena where there was an integration of ICC concept in a course Literature for Younger and Older Children, and participants' experience during the course activities. To obtain the aim of the research, qualitative phenomenological research was applied for several reasons. Phenomenology method of students' experience cases during the teaching and learning in Literature for Younger and Older Children course is the method used for this research. Thus, realities are thus treated as genuine 'phenomena' and solely pure data from where to start (Groenewald, 2004). The purpose of phenomenology is to go back to the concrete experience of the phenomenon. Furthermore, the phenomena in this research is when the participants get the course activities that were already integrated with the ICC concept. The virtual exchange program, offline class, and excursion activities were designed based on Byram (1997) to encourage the participants to develop the ICC. The virtual exchange program allowed the participants to communicate and interact with students from different cultural backgrounds, the Swedish students.

There were six stages in the phenomenology method adapted by Giorgi (1997) phenomenological method (As cited in Holroyd, 2001). The first stage was the comprehensive understanding of raw data. This stage required understanding information by reading the data, more than once if important, to accomplish a comprehensive and natural comprehension of the phenomena under this research. The second stage was to establish a constituent profile which requires summarizing the raw data from each participant and determining the central theme. The third stage is forming the main theme that has appeared after reading and summarizing the data. It is to highlight the main theme that has emerged based on the data. The fourth is finding out the interpretive themes or the main theme. This stage requires comparison of the central theme, the summarization of the raw data, and focus on the participant experiences. The fifth stage is finding out the meaning of the analysis of interpretive themes in the fourth stage. The last stage is summarizing the interpretive theme to generate a deep picture of participants' experience of the phenomena under this research.

The transcription of the video reflections data was read several times to achieve a comprehensive and natural comprehension of the phenomena. Then, the data above were divided into segments of expressions of the participants' experiences and simplified it through removing the repeated words. After that, the simplified segments were organized into central theme which were sentences implying different expression of experience. In the transcription, the central theme were divided into the participants' presumption of the Swedish students, participants' experience during the virtual exchange, and their reflective takeaways after joining the virtual exchange. After that, in the central theme were then removed the repetitive statements and list of the non-repetitive statements for each participant, termed a constituent profile. The constituent profile was reformed to a thematic index, which was the major themes that have emerged. Here, the major theme that have emerged was the five Byram ICC areas which conveyed the meaning relevant to the phenomenon under this research.

Research Context

This research was conducted in the Literature for Younger and Older Children course offered by English Language Department at a private university in Jakarta for

students' teacher undergraduate programs. The instructional language of the course is English language. However, English was not the first language for all of the students. They were using Indonesia in daily life and English as their foreign language. A total of eleven students were enrolled in the course and four of the students were chosen to participate in this research. The researcher chose four students as the sample of the population. The participants were required to do some course activities both offline and online activities. The offline activities were the face to face class and the excursion activity to the historical places. The online activity was the virtual exchange program with the students from public university in Sweden.

Participants

The participants of this research were the four students from a private university in Jakarta and they are all majoring in English Language Teaching. The researcher used the purposive sampling as the method to select the sample of this research. Purposive sampling is the technique to select and identify the individuals that are information-rich, knowledgeable, or experienced about the phenomenon of interest (Creswell & Plano Clark, 2011). The purpose of using purposive sample technique for this research is to obtain more information from the sample through the effective use of limited source (Patton, 2002). Therefore, purposive sampling for this research is used to get deep information from the participants effectively related to the phenomenon of the research.

The researcher selected two groups consisting of four students to be the sample using the purposive sampling technique. The identification and selection began when the researcher conducted the observation and saw the two groups had different experiences when they did the virtual exchange program. One group has faced some difficulties in terms of communication with their group friends from Sweden and one group did not experience the same difficulties. From those cases, the researcher selected the sample from the most unique group that has information-rich, knowledgeable, and experiences related to the phenomenon. Therefore, later the researcher can see if there are any differences between the two groups in terms of development in ICC. Then, the researcher also sees how the course affects the development of ICC between those two groups.

The characteristics of the participants in this research are as follows:

1. Participant 1 from Group 1 (P1G1)
2. Participant 2 from Group 1 (P2G1)
3. Participant 3 from Group 2 (P3G1)
4. Participant 4 from Group 2 (P4G2)

Instrument and Data Collection Technique

Class Observation

The following data was gathered during the course activities including the online and offline activities. This Literature of Younger and Older Children course conducted the offline face to face class, the excursion activity for the participants and the virtual meeting session with Swedish students. The face to face class was the class to discuss their progress and theory related to the virtual exchange program. Furthermore, the online sessions were when the lecturer or Indonesian students conducted the virtual meeting with the students from Sweden or in Zoom meeting.

Excursion activity was the field trip activity for students to go to several historical places around Jabodetabek. There are several historical places that the Indonesian students visit which are Chinatown Glodok, Desa Sindang Barang, and Kampung Bekelir.

The researcher also observed the virtual activity between the Indonesian students and students from Sweden. The virtual activities include the virtual meeting through zoom meeting. The researcher observed the interaction between Indonesian students and students from Sweden when the virtual activity happened. Moreover, when the virtual meeting through zoom meeting happened, the researcher observed the interaction between the Indonesian students and students from Sweden.

Students' Video Reflection

The video reflection contains their feelings and their concerns about the experiences during the course activities such as offline class, virtual exchange program with students in Sweden and the excursion to historical places. The following data was gathered at the end of the Literature for Younger and Older Children course. The participants made a video reflection to share all of their experiences during the course activities.

Virtual Exchange Program

The virtual exchange product is the result of students' collaboration with Malmo University students. In this collaboration result the students make multimodal products as the result of the virtual exchange program. They were choosing one cultural topic to make the multimodal. After the process of discussing and interacting between Indonesian students and the students from Sweden, they were creating these multimodal products. Those multimodal products are the combination of several modes that were created to make meaning. Therefore, the students told a story about the topic that they had been chosen in the form of the digital multimodal. They were told a story about their own culture topic in the form of digital multimodal texts. The digital multimodal here were in the form of audio, visual, and written text combined in one video.

Data Analysis Technique

The class observation, video reflection, and virtual exchange product data were analyzed based on the Byram ICC model theory through a coding process to explore and find the pattern of the students' behavior and experiences. Code the data was the beginning of the process in investigating text in qualitative research the action of classifying text to form description and extensive themes in the data (Creswell, 2012).

The researcher used the Tesch's (1990) eight steps in the coding process (as cited in Creswell, 2018). The first step is reading all of the transcription and writing down the ideas when reading it. Second step is choosing one document such as, transcribing from the interview data and looking for the underlying meaning from the document. The next step is after finishing the finding of the underlying meaning for all the participants, making a list of the topics, and grouping it together with the similar topics. Create columns from those topics and arrange it from the major, unique, and leftover topics. The next step is abbreviating those topics into several codes. This organizing scheme is also to see if there are new categories or codes. The next step is seeking the most descriptive wording for the topics and changing it into categories. Then, reduce

the total list of categories by grouping topics that have relation to each other. The sixth step is making the final decision of the abbreviation for each category and alphabetizing the codes. The next step is gathering the data in one place and taking preliminary analysis. The last step is recording the existing data if it is necessary.

Findings and Discussion

This chapter reports the findings and discusses the result of the data gathered. This research tries to investigate the participants' development of ICC when it is incorporated in the Literature of Younger and Older Children course during the all the course activities with a public university in Sweden. Furthermore, this research also investigates to what extent the participants developed their ICC during the Literature of Younger and Older Children course program.

The observation, participants' video reflection, and the product of virtual exchange were gathered to answer the research questions. All the data gathered were from the all course activities to answer the Literature of Younger and Older Children courses in developing the students' ICC. Furthermore, the students' virtual exchange product and to what extent the participants developed their ICC skills through that course.

Byram ICC model (1997) emerged in analyzing the observation, participants' video reflection, and the product of virtual exchange. There are 5 ICC areas in Byram's ICC model when students have already developed their ICC.

1. Knowledge about a specific culture;
2. Skills to interpret a document/event from another culture;
3. Skills of discovery and interaction;
4. Critical cultural awareness;
5. Attitudes towards our own and other culture;

There were four participants in this research that discussed in this chapter. Participant 1 from group 1 (P1G1), participant 2 from group 1 (P2G1), participant 3 from group 2 (P3G2), and participant 4 from group 2 (P4G2).

Class Observation

The class observation data was gathered during the offline and online course activities. The offline activity was when the participants joined the offline face to face class with the lecture. The online activity was when the participants joined the virtual meeting with the Swedish students.

The data indicates that during the offline face-to-face class, the participants were discussing their experiences during the virtual meeting and their interaction with the students in Sweden. Besides the discussions, the participants also had some sharing sessions with the lecturers. They shared their progress on the virtual exchange program that was part of the course activity. In this offline meeting, Group 1 shared their concern and struggled with communication with their group friends from Sweden: that they found it difficult to discuss with the students from Sweden. However, even though they faced challenges, they were still making progress about their final project of this virtual exchange program. Group 2 also shared their progress and experiences during their discussion with students from Sweden. However, this group 2 did not face difficulty communicating and discussing with the students from Sweden. The communication between group 2 and their group friends from Sweden went well since they could conduct virtual meetings.

The data indicated that there is an enhanced interaction between the participants and students from Sweden. In the very first virtual meeting activity for the entire class, participants from the group 2 action during the virtual meeting activity showed shyness, nervousness, and doubt to interact with the Sweden students. However, when group 2's virtual meetings with their group friends from Sweden were observed, the flow of their discussion was great since the communication between them went smoothly. In the virtual meeting, they discussed their condition in each region, experiences during the course activities, and also the progress of their multimodal narrative product.

During the group 2 virtual meeting with their friends from Sweden, some interactions indicated the ICC skills, the knowledge about a specific culture, skills interpreting and relating, skills of discovery and interaction, and attitudes towards their own and Swedish culture. The participants got knowledge about Swedish culture when discussing their topic and exchanging information about each culture. They also shared their experiences during their excursion to the colorful village in Tangerang, and about the car-free day event in Jakarta that indicated the skills of discovery and interaction. Then, the participants and students from Sweden exchange their progress about the virtual exchange product which was digital multimodal product. Furthermore, since they already decided on the topic of their product which was about transportation, the students from Sweden showed the poem that they already made and the participants would make a video about Transjakarta and car-free days. This exchanging progress indicated the skills of interpreting and relating since the participants interpret and relate their own culture with Swedish culture. When they gave their own opinion about the topic, the participants politely gave their opinion by delivering the opinion with positive and good words. They were also not judging each other's opinion by listening each other opinions and allowing Swedish students to give their opinions. When there were different opinions, participants and students from Sweden would understand and take it as feedback. Thus, that discussion process indicated the attitude skills when they showed openness to Swedish culture and also the Swedish students' feedback.

In the group 1 case, there is no virtual meeting observation data due to the challenge which was the struggle to communicate that the group 1 faced with their group friends in Sweden. During the face-to-face class with the lecturer, group 1 conveyed their challenges in struggling to communicate with their group friends from Sweden. The struggling of communication made group 1 hard to reach the Swedish students to do virtual meeting. Therefore, there was no virtual meeting data about their interaction and the researcher did not get a chance to observe the virtual meeting between the participants and their group friends from Sweden.

Students' Video Reflection

There are four participants' video reflections from two different groups. The video reflection data is about participants' experiences during the program in the Literature of Younger and Older Children course, especially during the course activities, offline and online class, virtual exchange, and excursion. During the virtual exchange program, participants got experiences to interact with students from Sweden. The video reflection data showed the participants' experiences of their interaction with the Sweden students and they shared their feelings, impressions, challenges, and the impact of the course activities on themselves. Thus, this participants' video reflection

data is categorized into three aspects which are the presumption of participants, the process of virtual exchange, and the reflective takeaways from the participants.

Presumption

Before the virtual exchange happened between the participants and her Swedish group friends, the participants from group 1 shared their presumption. P1G1 was excited about doing the project but confused at the same time. Since it was her first time to do the virtual exchange, she was excited and interested in having the collaboration with her Swedish friends. However, she was confused at the same time on how the interaction and collaboration would happen between her and her Swedish group friends due to the different regions.

> P1G1: "I'm really interested in that, but I'm really confused too, because I cannot imagine how we can interact with our friends, our partner, and have collaboration? Well, we are separated, far away."

Unlike P1G1, as her group friend, P2G1 had not explained and shared her presumption before the virtual exchange happened.

The participants from group 2 also shared their presumption before the virtual exchange happened. The P3G2 felt nervous and excited at the same time because it was her first time joining the collaborative project which was a virtual exchange program with people from far away, which were the Swedish students. Furthermore, she also had concerns about her English language ability in order to communicate properly with her Swedish friends. Despite her concern, she could not hide her excitement of doing the virtual exchange.

> P3G2: "I was very nervous yet excited the first time I heard about this project, because this is the first time I did a collaborative project with people overseas. I had this concern about my English, but I cannot hide that I really look forward to the meeting with my virtual partners and the story that we will have during the project."

The P4G2 shared that they were having a class discussion with the lecturer before the virtual exchange happened and because of that, her presumption towards the Swedish students appeared. She thought that she could not disturb the Swedish culture and the Swedish people were individualist. Due to her presumption of Swedish people, she thought that her Swedish group friends would be hard to handle and the communication would not go well. She also felt nervous because of her low English language skill.

> P4G2:"The first thing I expect before working with them or collaborating with them is because when we haven't met them, the lecturer once told me that Swedish culture can't be bothered with, or they don't like it, maybe it's like an individualist. . I think it will be difficult to anticipate many things when communicating with them. The first thing I felt nervous, because I felt my English was still a mess, and that's what I thought, what if I told them they didn't understand, I was nervous."

Process of Virtual Exchange

There were excursion activities and virtual exchange programs as the course activities. The participants were developing their ICC through those two activities. Byram ICC model here as the framework to assess the competence that they developed:

The first area of the ICC model that the participants developed is the knowledge of the specific culture. Furthermore, the participants developed their knowledge about their own culture and other cultures through the course activities. They first got knowledge of Sweden culture by discussing it with the lecture in the classroom settings. Then, the participants developed their knowledge about their own culture by excursions to several places. In this excursion, participants went to Chinatown, Desa Sindangbarang, and Kampung Bekelir in Tangerang.

> P3G1:"I even visit several cultural corners in Jakarta that the support this collaborative project"

This activity also encouraged the participants to be independent in exploring the cultural places and dug up information from the society around historical places. They independently asked Indonesian citizens around historical places, the security, and random people about the information related to those historical places.

> P1G1:"We can learn about the history, because there is a guy who tells me about the history of the cultural places."

Beside understanding and knowing the knowledge of their own culture, the participants also learned the knowledge of another culture which was Swedish culture. The knowledge of Swedish culture emerged when there were interactions between the participants and their Swedish group friends during the virtual meetings through Zoom meetings. Furthermore, participants and students from Sweden had a discussion about their respective cultures. Thus, the interaction that happened leads to the exchange of cultural knowledge between Indonesan and Swedish culture. P1G1 said "We can have a collaboration with our friends from other countries in order to know the culture itself." She even recommended collaboration with other people from different cultures to understand the culture.

The development of the knowledge in the course activities such as learning about facts from movies, texts, internet, and authentic materials, and or from the guest speaker (Byram, 1997). The field trip activity to some historical places also would help the students to get facts to develop knowledge skill (Byram, 1997). Furthermore, based on the findings, the excursion activity was found as a course activity where the participants went to several historical places around Jabodetabek such as Chinatown Glodok, Desa Sindang Barang, and Kampung Bekelir. Based on Byram (1997), knowledge here was the knowledge on how social groups and identities function which was knowing of how the social process. The knowledge skills were also about the knowledge of own culture and other cultures. In this case, the participants developed the knowledge skills when they got their own cultural information such as the cultural practices in the excursion activity. In the process also, the participants were getting knowledge about how the social interaction happened when they explored the historical places by experiencing themselves on how to interact with the society around

the historical places. Besides getting knowledge about themselves, they were also getting knowledge on how others' cultural identities during the virtual exchange program. The interaction between the participants and their Swedish friends lead to the exchanging of their culture. Thus, the participants were getting knowledge of Swedish culture.

The next area of ICC that participants developed is the skills of discovery and interaction. During virtual meetings between participants and students from Sweden, there was a discussion between them. Moreover, the discussion between participants and students from Sweden created an interaction. Then, they also exchanged their perspective, insight, and opinion about each culture. They were also sharing the information about their life, songs, dance, and other aspects that related to their own culture. The discovery action appeared when the participants dug up more information about Swedish culture from their Swedish friends.

> P1G1: "We talked about many things. They give us songs, music in Swedish language. And that's pretty fun to hear the Swedish's songs."
>
> P2G1: "We share what we like and what we don't like, what we will make in our project, food."
>
> P3G2: "We can get along, make conversation, even a good project at the end of the collaborative process."
>
> P4G2: "Sharing several things about Jakarta and Swedish culture."

Despite the participants' presumption of the Swedish students before the virtual exchange, the participants finally interacted well with their Swedish group friends. Even the P4G2 said "They (Swedish students) look like individual people, but not everyone in the Swedish country is an individual person, it's like wow, they're really cool, I can communicate with them with my limited English skills."

The class activities that could be implemented to develop the skill of discovery and interaction are face-to-face or virtual projects, negotiation of cultural misunderstandings, and role plays (Byram, 1997). That activity was found in the Literature for Younger and Older Children activity which was the virtual exchange program. The participants during the virtual exchange program were required to interact, communicate, and collaborate with the Swedish students. Based on Byram (1997), the skills of discovery and interaction are the ability to acquire and operate new knowledge of cultural practices and attitudes that they encounter in real time communication and interaction. During the virtual exchange program, the participants acquired the Swedish cultural practices. They also could operate some cultural practices as the result of the virtual exchange program in their digital multimodal product.

The area of ICC that the participants developed was the skill to interpret a document or event from another culture. Skill to interpret documents or events was developed when participants exchanged their experiences, knowledge, and perspectives about their own culture with the students from Sweden. Then, the participants acquired new information about other cultures. Therefore, during this virtual meeting with students from Sweden, participants explained their own culture

and exchanged it with the new cultural knowledge from students in Sweden. Furthermore, participants tried to relate the new knowledge of culture with their own culture.

> P1G1: "I already did already go share this with Swedish meatballs. And that's really cool. They also cook rendang from West Sumatra, and also gado gado, that's why we did our final project. So cool."

> P2G1: "We can learn and share our culture from Swedish friends and they are also sharing their culture with us."

> P3G2: ".....and the time when we met virtually via zoom is my favorite part because we had shared a lot of things back then, thought the lesson that I got and really amazed by the beauty of my Swedish friends culture as well as my own city, Jakarta."

> P4G2: "Sharing several things from Swedish and Jakarta culture."

To implement the interpreting and relating skills into class activity when the students are experiencing a condition from different cultural viewpoints (Byram, 1997). Furthermore, the interpreting and relating skills are the ability to interpret, explain and relate the others culture to one's own culture (Byram, 1997). That activity was found in the virtual exchange program where the participants had an interaction with their Swedish group friends. . Here, during the virtual exchange program, the participants were exchanging their cultural knowledge and practices to their Swedish friends. In those activities, the participants were interpreting, explaining, and relating the Swedish culture and their own cultural knowledge. The interpreting and relating skills also showed through the virtual exchange product. In the virtual exchange product, which were their digital multimodal products, there was an exchanging of culture between participants and their Swedish group friends.

The next area of ICC is the attitude skill that the participants developed. During the virtual meeting with students from Sweden, participants also developed attitude skills. The attitude skill developed during the interaction between participants and students from Sweden When the interaction between participants and students from Sweden occurred, participants learned to be open and curious about other different cultures. The participants also have the readiness to suspend the disbelief of other cultures and belief in one's own culture. Even the participants learned how to respect other people in different cultures. Besides encouraging curiosity and openness, participants also learned to deal with other people from different cultures.

> P3G1: "I learned a lot of things through this project, not only about their knowledge and of culture, but also how we can deal with people, especially to deal with new people."

The attitude skills would develop through the face-to-face exchange project (Byram, 1997). Based on Byram (1997), the attitude here is the openness, curiosity of other cultures, and the willingness not to assume one's own cultures are the correct one. That activity to develop the attitude was found in the virtual exchange product as the face-to-face exchange project. The participants had a curiosity and openness to the

other cultural events and practices. Furthermore, despite the challenges that the participants face, when the condition of students with different cultures together, they learn about others through their willingness, openness, and motivation to engage with another culture (O'Neil, 2012).

The last area of ICC that the participants developed was the critical cultural awareness skill. This skill developed when the participants were able to evaluate critically on the perspectives or practices in other cultures or countries. Here the virtual meeting between the participants and the students from Sweden encouraged the exchange of perspective of each culture.

> P3G1:"Without this project, I might not be aware of these several cultures and the beauty cultures of my city."

To encourage the development of critical cultural awareness, there is the critical comparison activity that compares one culture and others (Byram, 1997). That activity was implemented when the virtual exchange program happened when the participants experienced the exchange of their own culture and Swedish culture. Furthermore, to promote cultural understanding and awareness, there was mixed cultural background interaction between the participants and Swedish students that gave them the opportunity to explore the cultural diversity and be more culturally sensitive (Mahmud & Wong, 2016). Thus, when the participants were confronted with more opportunities to understand different cultures with different perspectives, which influenced the participants to accept and embrace uniqueness and differences of other cultures (Mahmud & Wong, 2016). In this case, the participants explored how about the Swedish culture functions from their Swedish group friends, and then accepted and embraced its uniqueness.

During the virtual exchange program, there were some challenges that the participants faced. Most of them had difficulties deciding the virtual meeting time due to the six hours' time difference between Indonesia and Swedish. Therefore, they needed to consider more about the appropriate time when conducting the virtual meeting.

> P1G1: "Maybe it's just about the different time between Jakarta and Malmo because I guess, it's around six or seven hours."

Reflective Statements

After the virtual exchange program, there were reflective statement from the participants. P1G1 said that "the important thing is, it's not always that we are not always made a lot of books, or a lot of reading to learn about our culture, about our culture or about literature. It's not like that, but it's better if we did it." Furthermore, the P2G1 said "I am happy because we have a new experience about our culture and we can learn and share our culture from Swedish and they are also sharing their culture with us." Thus, the course activities made the participants enjoy communicating and interacting with other people in different countries.

The P3G2 said "In my opinion, understanding people's cultures is one way to understand people." She became aware that knowing a particular culture is the way to understand people. Then, the P4G2 said "In my opinion, communication with Swedish group friends influenced the way I think and or about things that I didn't know before

(about culture). After collaborating with them, I learned many things and gained a lot of knowledge." The virtual exchange program made the P4G2 gain a lot of knowledge that she did not know before and she learned how to communicate with other people from different knowledge.

Virtual Exchange Product

The virtual exchange project between participants and Swedish students was made into digital multimodal products as the result. The digital multimodal products were in the form of combination several modes, pictures, audio, and written texts. Those videos indicated that there was an exchange of culture between Indonesian students and students from Sweden. These virtual exchange products indicated there were interactions between the Indonesian students and students from Sweden that discussed each other's cultures. The exchange of perspective, value, practices, and events between the students with different cultures lead to the ideas of the products.

The products indicated each person in the group has a role during the product making. The role was diverse between one student and others. The example of the role in the group 1 for making a video of cooking, there were students that had a role for cooking the food and the one student had a role for making a poem that related to their topic. However, in every role for a group indicated that there should be enough knowledge on other cultures until the group made one product. Thus, Indonesian students should understand the Sweden culture and vice versa. The Indonesian students learned and understood about Sweden culture and Indonesian culture.

The incorporation of the Byram ICC model took place for these two groups during the process of making virtual exchange products, which were the digital multimodal products in form of video. Even though all of the students developed their ICC, there were still ICC areas that went smoothly and became a challenge for the two groups. The areas that went smoothly are the knowledge about specific culture, skills of interpreting and relating a document/event from another culture, the critical cultural awareness, and attitudes. The areas that became a challenge for the two groups are the skills of discovery and interaction.

Group	Members	Topics	Multimodal Product
Group 1	3 Swedish students and 2 participants	Cuisine Culture in the City and Country	https://youtu.be/7cSblR4o57k?list=PLyt6f-KMeR9O8oMJRNrBcY19BV7yxawbp
Group 2	2 Swedish students and 2 participants.	Public Transportation and Poem	From Malmo: https://www.youtube.com/watch?v=LH6IF20uOxk&feature=youtu.be From Jakarta: https://youtu.be/S3EG3wJGYvI

Based on Mahmud & Wong (2016), the participants were interculturally competent since they were able to show the ability to communicate and maintain social

interaction with others from different cultures. Based on the findings, there is an enhancement of interaction between the participants and Swedish students when the ICC concept was implemented in the course activities. In addition, Güneş & Mede (2019) stated that the addition of the ICC in the course showed a difference in the students' interaction with others with different cultures. In the very first virtual meeting, all the participants were reluctant to do the interaction with the Swedish students, but at the end of the program, finally the participants could interact and communicate with Swedish students.

Conclusion

The ICC incorporated in the Literature of Younger and Older Children course through the course activities. There were several course activities that integrated the ICC which were excursion activity, virtual exchange with students from Sweden, and discussion face to face activity. The excursion activity encouraged the students to expand their knowledge on their own culture. This activity also helps students to develop their curiosity about their own culture so they get more knowledge and information. Therefore, after students know well about their own culture, they can share it with their foreign friends and finally get ready to accept new knowledge about other cultures. The virtual exchange program facilitated Indonesian students' collaboration and interaction with the students from Sweden which has different cultures. They were sharing thoughts, lifestyle, perspectives about their own culture, discussing the project through online platforms such as virtual meeting. Furthermore, the face to face class activity encouraged Indonesian students to discuss with each other and the lecture to get more knowledge about their own culture and other cultures, in this case Sweden culture.

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DEVELOPING WRITING SKILLS THROUGH ONLINE SELF-REGULATED LEARNING

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Abstract
As a side effect of the emergency transition to remote online learning, all Indonesian schools and universities have stopped teaching in classroom settings in mid-March 2020 and began using internet platforms to deliver online learning activities. However, there are issues concerning students' perseverance and achievement as fully online learning is implemented. Considering many learners may not be able to concentrate on studying under traumatic circumstances, such as a pandemic, it is necessary to consider learning strategies that produce learning opportunities for all students to achieve specific goals in distance learning. Writing skills are considered the most challenging of all language skills among English as foreign language (EFL) students. When students use an online self-regulated learning (OSEL) strategy in learning writing, they can control their performance and benefit from online learning by adjusting their behaviors. Thus, the aim of the study is to find the causal relationship between OSEL strategy and writing skills.

Keywords: online learning, OSEL, self-regulated learning, writing skills

Introduction

Due to the novel coronavirus disease 2019 or Covid-19's pandemic outbreak, almost all human activities have shifted online (Kramer & Kramer, 2020). The side effects of the pandemic are also being felt in the education system (Stambough et al., 2020). For education, the pandemic gives both challenges (Daniel, 2020) and opportunities (Azorín, 2020). As a side effect of the emergency transition to remote online learning, all Indonesian schools and universities have stopped teaching in classroom settings in mid-March 2020 and began using internet platforms to deliver online learning activities. In this environment, students can learn and interact with instructors and other students from anywhere, since time and location are no longer barriers (Singh & Thurman, 2019). This allows students to live far away from the campus and juggle their studies with other responsibilities such as work and family.

Regardless of these advantages, proficiency in a virtual learning environment is often dependent on the students' abilities to continually and independently participate in the learning process, as students face challenges adapting to the unplanned shift to online learning (Baticulon et al., 2021). Nonetheless, there are issues concerning students' perseverance and achievement as fully online learning is implemented. Considering many learners may not be able to concentrate on

studying under traumatic circumstances, such as a pandemic, it is necessary to consider learning strategies that produce learning opportunities for all learners to achieve specific goals in distance learning. However, students who are under duress may find it more challenging to be self-directed than usual.

Learning a language requires an appropriate and effective strategy. When learning a language, learners need to take active roles in the learning process and be prepared with strategies to control their learning (Griffiths, 2018). However, learners are involved with using many different methods while learning a language; for example, some strategies could provide the maximum benefits for some learners, yet others are ineffective. Therefore, they must be equipped with designs that are most suited to them. The student's capacity to control their learning process is essential to the efficacy of online learning. (Nikolaki et al., 2017). Self-regulated learning (SRL) is a learning theory that outlines how individuals control their own learning. Several theories have already been explained about self-regulation, and one of those is Zimmerman (1990), who states that self-regulated learners can manage their learning while also simultaneously actively participating in accomplishing their academic goals.

SRL is founded on a variety of theoretical models that serve as frameworks for conducting SRL research. According to Zimmerman and Moylan (2009), the SRL model is divided into three stages; planning, performance, and self-reflection. Students analyze the assignment, establish targets, and develop a strategy to achieve targets throughout the planning stage. A variety of motivational beliefs can influence their learning approach’s engagement and stimulate their process. During the performance stage, students execute the work whilst tracking performance and adopting various self-regulated strategies to remain academically motivated as well as actively engaged in the learning process to accomplish assignments. Subsequently, during the self-reflection stage, students assess how well they did the assignment and design the new strategies for future learning.

Nevertheless, the self-regulation of students in online learning environments may differ from traditional learning (Barnard et al., 2009). Online learners may need to design their own learning strategy, determine how to engage with course material, manage their time effectively, and stay on track despite competing life priorities. Because of the significant differences in academic outcomes between two learning environments, students' online self-regulation (OSEL) may become a construct made up of several components. For this research, we will focus on the English language, specifically in writing abilities. The OSEL strategy is presumed to contribute to the achievement of the language learning goal. The goal of learning English, as is well known, is to improve oral communication and written language abilities. However, writing skills are often considered the most challenging of all language skills among English as foreign language (EFL) students. This is because, unlike other skills of language, learning writing requires learners to properly organize and develop their ideas (Thi & Anh, 2019). That being the case, in order to write properly in a foreign language, EFL students need to have more and higher cognitive abilities. Thus, the study's goal is to determine the causal relationship between OSEL strategy and writing skills.

Method

The data for analysis was gathered through library research. Library research can also be described as the process of reviewing, analyzing, and interpreting research materials in order to collect data from the literature (Zed, 2004). The research was carried out by examining books and academic journals for summaries, descriptions, and overviews of the research concerns in the question. Particular topics are investigated in order to discover the significance and correlation of current research with a larger field of study. This research provides information related to the OSEL strategy for developing writing skills in online learning for giving the reader a basic knowledge of the topic.

Findings and Discussion

Online self-regulated learning

Established on the five OSEL components modified from Zheng et al., (2016), OSEL is a self-learning strategy that enables learners in managing and synchronizing information. There are five OSEL components; goal planning, environment-structuring, task strategies, time management, help-assistance, as well as self-reflection. When it comes to goal planning, it demonstrates how online learners set short and long-term targets to guide them through every action they take when learning English. The term environment-structuring refers to a learners' technique for finding an appropriate environment in which to study English online in order to optimize learning, reduce anxiety, and enhance emotional and behavioral stability. The task strategies refer to how learners could prevent interruption by reading loud English materials or resources on the internet and preparing questions before getting the materials or resources. The time management strategies refer to how learners learn English online while maintaining social and life activities at the same time. The help-seeking strategies refer to how learners seek assistance when their knowledge or comprehension is insufficient to allow them to solve an issue independently during learning English online. Furthermore, the self-reflection strategies highlight how students interact with one another by exchanging knowledge that occurred during the learning process in order to enhance their learning abilities. As a result, the components such as students' behavior, emotions, environment, motivations, and thoughts contribute to the self-regulation process during learning English online and are associated with academic achievement.

A number of research studies have been carried out to investigate the use of OSEL in an online environment. Outstanding online students are motivated in academic and have a high level of self-efficacy, (Alkış et al., 2018), have proper time management skills (Broadbent, 2017), able to set certain goals, review learning materials, and persevere (Kizilcec et al., 2017). Hence, for students to engage in online learning activities, such as studying English writing, this strategy is essential. Students who have higher levels of self-regulation will be highly motivated to learn. Students with high-level of self-regulated learning abilities remain to be continually conversant with the progress that they made. Students' academic performance will improve because they have appropriate self-regulation abilities, such as being aware of their learning goals, monitoring and managing their study time, and properly designing their learning plans.

Barnard et al., (2009) examined the construct aspects of learners' OSEL and divided them into six types: goal planning, environment-structuring, time management, help-seeking, task strategies, and self-reflecting. Previous study has revealed there is a significant correlation between OSEL and English achievement in online learning (Stasya & Emaliana, 2021). According to a study done by Broadbent (2017), OSEL is essential in assisting students' time management and effort regulation skills in online learning. Students with good time management and effort regulation abilities can accomplish tasks on time and attend class while maintaining social and life activities at the same time. Nonetheless, if learners experience difficulties in online learning due to the lack of OSEL abilities, it is possible that they lack sufficient goal commitment, self-efficacy, or perseverance to accomplish assignments (M. H. Cho & Shen, 2013).

Writing skills

Writing requires not only knowledge of grammar, vocabulary, and a genre, but also the capacity to self-regulate one's learning (Zimmerman & Risemberg, 1997). It is a challenging task that necessitates a certain amount of linguistics understanding, strategic thinking, vocabulary, and grammar. As a result, cognitive and metacognitive processes are involved (Graham et al., 2007). EFL students, on the other hand, face some challenges in mastering English. When students attempt to construct a sentence, paragraph, or text, they frequently encounter problems. Some issues can be discovered in text writing such as students who rarely write in English have a hard time expressing their ideas or thoughts. They are usually afraid of making errors and lack self-efficacy when it comes to writing. Identification of the challenges students face in their writing, which enhances their awareness and stimulates the use of learning strategies, is an essential component in assisting students in developing their writing ability.

OSEL and writing skills

The writing self-regulated learning (SRL) strategy is defined as self-initiated activities used by writers to obtain a variety of literary goals, such as improving writing outcomes and abilities (Zimmerman & Risemberg, 1997). The focus on enhancing students' self-regulatory capacity has led initiatives to include metacognitive training to improve learners' self-regulation abilities in writing (Teng, 2016). According to Teng and Huang (2019), learners must be given opportunities to acquire metacognitive awareness. Learners, who have acquired a metacognitive strategy, will become more independent, able to plan, monitor, and assess their learning process.

Writing purposes are an important component of the process of writing. Even if students comprehend the assignment, they may begin writing without having a clear aim in mind. They may be so focused on accomplishing the task that they neglect to consider its goal. It is also difficult for learners to improve their abilities over time if their targets are not clearly stated. Prior research has shown that goal-oriented students may achieve success in a specific activity by acquiring information, skills, and assessing their own previous performance (Bouffard et al., 1995). According to Bai (2018)'s finding, high competence students exhibited significantly higher self-management for writing achievement. Learners acquire self-learning management and monitoring over their own learning process by

implementing metacognitive strategies. They establish their academic targets, develop strategies for achieving them, and assess whether or not their goals have been reached.

Learners, who lack OSEL abilities, can use the internet to support and improve their self-regulated learning (Yot-Domínguez & Marcelo, 2017). Students can access all of the information and resources they need to assist them during their writing assignment. However, they frequently rush in without fully comprehending what they are meant to perform. With the assistance of task strategy, learners could use a read-aloud technique in conjunction with writing skills to model how a particular text should be constructed when reading materials uploaded online. OSEL is essential in online learning since it allows institutions and teachers to assess students' efficacy and provide appropriate support. Students' online learning performance varies substantially depending on their self-regulation characteristics. Moreover, according to Li et al., (2020)'s finding, self-regulation allows students to outperform less self-regulated learners when it comes to completing tasks.

Students frequently become distracted while working on writing assignment. Help-seeking is a useful learning strategy that can assist online students in improving their writing abilities by giving feedback. Help-seeking refers to when pupils are facing academic challenges and actively seek assistance (Cheng & Tsai, 2011). It is one among many learning strategies students adopt to enhance their learning, such as continuing and organizing their studies, taking notes, outlining their work, and reviewing. Learners receive feedback on the outcome of their learning or on areas where they need to improve, which encourages them to continue practicing. Xu (2021) discovered that feedback-seeking orientation in writing was associated with cognitive, metacognitive, social behavior, and motivational OSEL strategy in a positive and significant way. However, many EFL students are still reluctant to seek assistance when they are experiencing difficulties.

Not only can reflecting assist students improve their writing abilities, but it also benefits students by allowing them to learn about their learning experiences as well as for teachers during learning activities. It evaluates students' strengths and weaknesses, develops their cognitive and metacognitive abilities, enables students to develop their learning styles, improves their personalities, and encourages them to be self-motivated (Klimova, 2014). Learners will be able to improve their general writing skills, such as grammar and vocabulary, by doing so. They can improve their writing and thinking skills by adopting this approach. It also performs as a witness to self-improvement in the learning process. However, Fathi et al., (2019) revealed that the peer-review exceeded the self-review during a writing assignment. The result might be explained by the fact that peers' comments and evaluations offered scaffolding and a type of mediated regulation to the participants, which is believed to have improved students' self-regulation. As a result of systematic engagement and the mutual need between students and competency methods, teachers must be involved in designing a plan for learners' self-regulated learning. This highlights the necessity of OSEL assistance in online environments for assisting learners in obtaining academic achievement in learning English writing. Hill and Hannafin (2001) proposed conceptual support as a tool for helping students in prioritizing knowledge. Learners can benefit from metacognitive support while measuring their progress. The usage of materials can be facilitated through procedural support. Lastly, strategic support can provide alternative possibilities for

completing tasks. From that, it can be said that the teacher's presence is still important and necessary to assist students' OSEL in developing their writing skills in online learning.

In improving students' writing ability during the coronavirus outbreak, the following model hypothesis of causal relationship among them is developed:

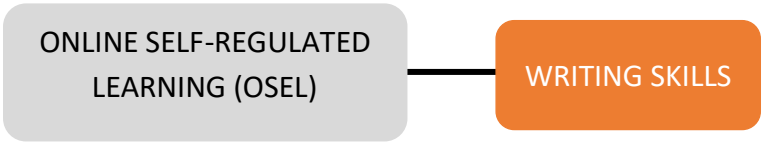

Figure 1. The model hypothesis of a causal relationship between OSEL and English writing skills.

The proposed model hypothesis of a causal relationship between OSEL strategy and writing skills is described above. OSEL has a significant contribution to developing students' writing skills during online learning. To be effective, the components of OSEL must be used consistently. In order to deliver maximum benefits, consistency is required throughout learning strategies. In terms of teaching and learning process, considering students' problems may pose obstacles in OSEL, the presence of teachers in assisting students in overcoming these challenges are essential. When OSEL is employed at their best, learners will earn benefits in language learning, especially in writing skills. Thus, they will get good achievement in learning writing, that is proven by the ability to concentrate in online learning. As a result, the present research findings contribute to the interpretation of how OSEL strategy has a relationship with students' English achievement, notably with writing achievement. Therefore, the hypothesis is formulated as follows: the higher the level of self-regulation in EFL students' online learning, the better their writing achievement. Accordingly, based on current indications and various theories derived from findings in studies on the analysis of possible relationships between OSEL strategy and writing skills in online learning, the tentative answer on their relationships is developed.

Conclusion

To obtain better and optimal academic achievement and performances, learners must be self-regulated and engaged in the learning process. Improving writing skills necessitates hard work and perseverance in reviewing, elaborating, and interpreting materials. Learners will perform better in an online learning environment if they have appropriate strategies for completing tasks. By encouraging students to acquire understanding and abilities on their own, OSEL can help individuals become more motivated and engaged to study. As a result, the contribution of the instructor and teacher in online learning is essential.

Moreover, the emergence of technologies has changed learning environments. Hence, we need to extend our research in the online learning environment to investigate how OSEL strategies significantly promote' writing competency among university students in an EFL writing context. Further investigation into the significance of OSEL in online learning will extend SRL theories within virtual learning environments and enhance student outcomes, particularly in English writing proficiency.

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ENGLISH EDUCATION MASTER STUDENTS' PERCEPTIONS ON THEIR SELF-EFFICACY IN EFL SPEAKING LEARNING CONTEXTS

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Abstract
Self-efficacy should be fully integrated as one of the mainstays assisting multiverse EFL academicians to achieve greater speaking learning achievements, improve their actual communicative competencies, and justify their misconceptions of L2 speaking learning enterprises. Corresponding with these 3 aforementioned advantages, the full activation of robust self-efficacy will potentially allow EFL academicians to show greater effortful actions, resilience, motivation, and commitment to relentlessly forge their L2 communicative competencies in the presence of adverse speaking learning situations. This qualitative study was conducted in the support of the narrative inquiry approach to yield rejuvenated facts, trustworthy truth, and apparent evidence for worldwide EFL educationalists concerning the significance of self-efficacy implementations in diverse wide-ranging L2 speaking classroom vicinities. Two major positive influential factors are deemed as both internal and external factors affecting the luxuriant proliferation of striking L2 speaking skills as well as self-efficacy levels advancement namely the induction of long-life speaking learning endeavor and supportive speaking learning environments. For the future betterment of self-efficacy and EFL speaking studies, varied relevant research instruments need to be mutually accompanied by a considerable number of research participants to produce more significant research results contributing a richer understanding of affective second language learning fields.

Keywords: EFL speaking, self-efficacy, narrative inquiry

Introduction

The laudable capabilities to communicate well with other human beings are of great importance in this industrial revolution 4.0 era since it can potentially lead people to achieve gigantic life success in their future careers. Demirel, Turkel, and Aydin (2020) adduce that good communication skills will enable people to thrive to their fullest potentials in their careers and eventually lead them to attain major success. A similar requirement is proportionate with the finalized educational outcomes targeted by globalized universities in which university students should be intensively trained to impart more effective and meaningful messages for others in daily routines as well as formal communicative events to corroborate cognitive, personal, and social competencies into the utmost levels. This assertion is positively linked to the theory of communicative competency rehearsals propounded by Han, Tanriover, and Sahan (2016) averring that the inducement of continual communicative training should be

entrenched strongly at the commencement of speaking learning activities involving beginner students to ascertain the significant enhancement of their communicative skills after graduating from varied educational institutions. In the EFL speaking learning contexts, it can thus be repudiated that other affective factors such as psychological, sociocultural, and cognitive streams should be taken into such serious consideration to elevating learners' target language communicative competencies. This line of argument is in agreement with the theory of communicative competencies development postulated by Kuru (2018) avowing that the nascence of competent and qualified second language speakers can be ensured when their affective competencies; current psychological states, social, cognitive skills, and self-beliefs were honed in such a continuous manner. The ultimate element should be well-established, nurtured, and substantiated by each learner to enable them to ingrain more potent self-beliefs that they are capable of accomplishing a wide variety of challenging tasks amid arduous as well as adverse learning situations. Bandura (1986) argues that higher self-efficacious learners are more liable to tackle a vast range of laborious learning challenges compared to those possessing lower self-efficacy levels since they fully infused more potent beliefs in themselves that they have adequate abilities to accomplish the targeted challenging tasks given by their teachers. This seminal self-efficacy theory affirmed another theory of self-efficacy essential role in speaking devised by Aydin et al., (2013) arguing that the robust establishment of self-efficacy should be one of the topmost priorities in diverse wide-ranging speaking classroom contexts to breed not merely high-quality but also independent as well as resilient L2 speakers. Concerning this theory, there were four major sources of self-efficacy as articulated by Kiang, Glatz, and Buchanan (2017) namely mastery experience, vicarious experiences, verbal persuasion, and psychological states. In a mastery experience, learners will be able to achieve or heighten their present learning success by relying on their prior learning experiences, Thus, learners will easily get frustrated and feel forced in their ongoing learning enterprise when they frequently attained repeated failure in the past learning events. Through vicarious experience, learners will possess stronger motivation to obtain similar learning success as other learning companions did by imitating their effortful actions, perseverance, and deliberate positive learning actions. Hence, learners activating vicarious experience need to select the most appropriate and decent learning models for them to fully attain learning success. It cannot be denied that positive encouragement addressed by other learning community members like teachers and learners will potentially allow learners to be more prompted to elevate their targeted learning competencies persistently since they have noticed that they are not traversing their long-lengthy and pain-staking learning venture alone. Lastly, conducive, positive, and supportive classroom learning climates need to be entrenched more potently within challenging language learning dynamics endured by learners to successfully preserve their robust learning volitions, motivation, and endeavor to broaden their knowledge of subject-specific skills as well as increase their mutual learning engagement in the classroom learning circumstances. Thereafter, it will be a taxing mission for second language educators in an attempt to design a more stress-free, less-threatening, and enjoyable speaking learning atmosphere for learners progressively diminishing their excessive uneasiness of making unintended or accidental mistakes in the light of classroom communicative practices.

Based on all those above-mentioned conceptions, Benawa (2018) accentuated the significance of three dimensions of self-efficacy indispensably worthwhile to be integrated into L2 speaking classroom vicinities namely the magnitude, generality, and strength. The first term denotes learners' confidence levels in handling various challenging given learning tasks. Therefore, it can be parsed that the higher learners' self-confidence in tackling those taxing learning tasks, the higher their probability to obtain more fruitful learning success. Concerning the second stream, learners will potentially improve their designated learning competencies when cogently constructing such a strong self-belief that they are capable of attaining greater learning success in the embodiment of gratifying learning performances. In the ultimate notion, it is paramount for learners to flexibly adjust their current states of self-efficacy beliefs in accord with the current specific learning situations they are presently facing to fully fulfill their predetermined learning objectivities set before the learning dynamics. The appropriate utilization of self-efficacy will also bring about some influential positive impacts in several ways. First, EFL learners will have more precious opportunities to foster their target language communicative competencies through the strong inheritance of self-efficacy since they perceive the upcoming formidable learning challenges as one of the rewarding springboards for them to be more proficient second-language speakers. This conception unearthed further support from the findings of Khatib and Maarof (2015) unfolding that Malaysian EFL learners have gradually improved their communicative competencies in the target language after nourishing their higher levels of self-efficacy stably. Further, the incorporation of self-efficacy also gains more prominent importance for the nascence of life-long EFL learners since those instilling more robust construction of self-efficacy are more prone to be more self-regulated, persistent, and motivated to forge their targeted second language proficiency into the fullest potentials. This contention is congruent with the major findings of major impacts promoted by self-efficacy study plied by Paradewari (2017) uncovering that with the support of four major self-efficacy sources; mastery experience, vicarious experience, verbal persuasion, and psychological states, learners ingrained more potent learning desire to enhance their learning competencies into the utmost potentials. Inevitably, the full internalization of an intensive learning scaffolding needs also be activated during the speaking teaching-learning enterprises to gradually diminish EFL learners' excessive levels of speaking anxiety and cultivate their self-efficacy into the highest levels leading them to attain more gratifying L2 speaking learning achievements, gain more rewarding speaking learning outcomes, and be more adaptable towards a considerable number of distinctive communicative classroom situations. These conceptions resonated well with the major findings of prior self-efficacy studies run by Leeming (2017); Alawiyah (2018); Konusma, Gursoy, and Karaca (2018); Choi, Kim, and Lee (2019). These researchers revealed that the successful inducement of robust self-efficacy in L2 communicative competencies was heavily affected by a wide variety of both cognitive and affective factors like the current speaking classroom learning climates commissioning learners to adjust their learning strategies in concord with the emergence of different learning situations, learners' proactive engagement to degrade their excessive speaking anxiety levels maximally to progressively foster speaking performances, and exhibit a higher degree of speaking learning perseverance to fully attain more fruitful L2 communicative learning outcomes.

Replete with all of these aforementioned theoretical frameworks, it is worth accentuating here that EFL learners infused with a higher level of self-efficacy will be more capable of accomplishing the taxing second language learning tasks. While learners ingraining lower levels of self-efficacy are more liable to elude themselves from those exacting target language learning tasks eventually leading them to experience more frustrating, energy-draining, and pain-staking learning ventures. As such EFL learners establishing more robust construction of self-efficacy will potentially obtain more gratifying target language learning achievements along with outcomes due to the higher degree of persistence, resilience, and volition when confronting varied challenging language learning tasks. This positive entrenchment of potent self-beliefs emerged since higher self-efficacious learners are persistently attempting to impart their best learning strategies to overcome all of the potential task difficulties with the support of the stronger self-belief establishment. These lines of perspectives echoed well with the previous major findings of self-efficacy study conducted by Asakereh and Dehghannezhad (2015) uncovering that higher self-efficacious EFL learners have more willingness to deal with the formidable and arduous second language learning tasks since they believe in their expendable efforts, abilities, and commitment working as one unity to attain more significant learning progression. On the other hand, lower self-efficacious learners tend to engage in their present language learning processes passively without determining any kinds of particular learning objectives to be obtained in the future bringing them to undergo frustrating, meaningless, and threatening target language learning experiences. In EFL speaking learning settings, the inducement of self-efficacy also brings about manifold positive advantageous values for the advancement of learners' L2 communicative competencies in terms of self-confidence, speaking learning achievements, and speaking performances. Put more simply, the primacy of more robust self-efficacy levels will enable learners to embrace a wide array of challenging speaking learning activities arousing their anxiety most by keeping believing that they are capable of showing more gratifying speaking learning performances, which in turn affect their self-confidence in harnessing the target language and guiding them closer to attain more satisfying speaking learning achievements. These pivotal self-efficacy positive elements are closely intertwined with the major hypothesis of self-efficacy study plied by Serasi and Fransiska (2020) postulated that higher self-efficacious L2 speakers were more liable to display a higher degree of self-confidence while communicating with other interlocutors impacting their further advancement of speaking learning performances development as well as achievements.

It is perhaps noteworthy to allude here that 4 prior self-efficacy and EFL speaking studies have been conducted and produced rewarding results for the betterment of EFL speaking learning enterprises, particularly in Indonesian contexts. The first study was conducted by Wijaya and Mbato (2020) found out that the majority of English Education Master students had successfully improved their target language competencies through the appropriate utilization of self-efficacy and constructive teachers' feedback. In an identical study, Hermagustiana, Astuti, and Sucahyo (2021) revealed that the majority of English Education students have significantly decreased their excessive levels of speaking anxiety indicating that self-efficacy enabled them to dramatically increase their self-confidence and activeness in elevating their mentalities to utilize the target language in a frequent manner. Similarly, Mbato (2013) also unfolded that the majority of Indonesian EFL learners significantly elevated their 4

integrated English language skills; reading, writing, speaking, and listening after being exposed to self-regulated as well as metacognitive training commissioning them to be more tenacious, self-reliant, and strategic academicians reciprocally impacting their self-efficacy further growth. In the last study, Maryam, Febriani, and Kurnia (2019) unearthed that most English Education students successfully improved their speaking proficiency, confidence, and achievements in the light of robust entrenchment of self-efficacy substantially pointing out that through the appropriate internalization of self-efficacy, EFL learners have become more strategic and confident problem-solvers capable of resolving a vast array of second language learning impediments. In line with the in-depth delineations of 4 prior self-efficacy and speaking studies, it should be fairly acknowledged here that there remains minimum literature on English Education Master students' perceptions on their self-efficacy in EFL speaking learning contexts. Concerning this matter, this present qualitative study was plied to contribute some additional pieces of understanding to the fertile research grounds of further self-efficacy continuous nurturance in diverse wide-ranging L2 speaking classroom circumstances by investigating English Education Master students' perceptions on their self-efficacy in EFL speaking learning contexts. One major guiding inquiry was proffered in this study namely: (1) What are the specific perceptions uphold by English Education Master students regarding the role of self-efficacy in EFL speaking learning contexts?

Method

This present study was conducted qualitatively to obtain the specific portrayals out of the observed phenomena experienced by human beings. This nature of a qualitative study is positively interlinked with the seminal theory of qualitative research adduced by Deveci and Onder (2013) affirming that the main purpose of qualitative study is to enable researchers to gain more in-depth delineations regarding the particular events they critically discern. To fulfill this objectivity, narrative inquiry manifested in 5 open-ended written interview inquiries were also harnessed in this study to ascertain the validity and reliability of the data. Ary et al., (2018) propound that more trustworthy and robust data will be potentially attained by the researchers in the trajectory of open-ended written interview questions. Two English Education Master Students, Sanata Dharma University deriving from different batches; 2018 and 2019 were invited to take part in this study. The first student had experienced plenty of teaching-learning experiences in utilizing the target language since he was an undergraduate student. In this present moment, he is managing his Independent English Private Course accentuating more profoundly on communicative language teaching. While the second student had just accomplished his master's study majoring in English Education. She had also possessed moderate teaching-learning experiences in Yogyakarta City by introducing the second language for university students enrolling in varied study departments. By exhaustively investigating these two invited English Education Master Students' perceptions on their self-efficacy in speaking, the obtained results will potentially impart more rewarding merits for the further future advancement of Indonesian EFL speaking teaching-learning enterprises since their robust entrenchment of this affective psychological state is also contagious positively to their learners in the light of proactive speaking learning practices induced both inside and outside of L2 classroom circumstances.

Findings and Discussion

In this subsection, the researcher aimed to delineate the obtained responses derived from the two interviewees argumentatively to generate more reliable, robust, and in-depth explications concerning the crucial importance of self-efficacy to be urgently activated in EFL speaking learning contexts. To fulfill this major objectivity, the researcher would depict each of the findings with the support of relevant self-efficacy theories as well as studies. Specifically, two major themes were yielded in this following section namely: (1) A higher degree of self-efficacy is continually flourished through the supportive speaking learning environments and (2) The full activation of self-efficacy transfigured EFL academicians into more long-life knowledge seekers.

Student 1: A Higher Degree of Self-Efficacy is Continually Flourished Through the Supportive Speaking Learning Environments

Practically speaking, the first student fully confessed that he had experienced a higher level of self-efficacy while being required to communicate with his learning counterparts or pupils by utilizing the target language due to the continual mutual support imparted by his lecturers and colleagues during studying in English Education Department Program. This first research theme sits well with the study conducted by Turner, Li, and Wei (2021) revealing that higher self-efficacious Chinese EFL students were found that they frequently capitalized on the target language whenever they had both formal and informal conversations with their classmates compared to those infusing lower levels of self-efficacy. Since the first student had just obtained the Master of English Education Degree, he is more prompted to hone his L2 communicative competencies more intensively by not merely advocating his students to speak English but also immerse this second language in apparent classroom learning enterprises. Having this holistic purpose in mind, this first student had successfully improved his pupils' self-efficacy and L2 communicative skills in such an effective manner. These above-mentioned findings overlap with the findings of prior self-efficacy study plied by Aregu (2013) advising EFL educators to constantly activate their learners' robust self-efficacy beliefs while engaging in speaking learning activities by designing more pleasurable and less-threatening communicative learning circumstances in which all learners feel safer in experimenting with the actual target language use. In another identical study, Raoofi, Tan, and Chan (2012) also prompted EFL educationalists to design more contextual speaking learning activities corresponding with learners' speaking interests, preferences, and proficiency to amplify their self-efficacy growth for a better purpose. All of these exhaustive depictions and theoretical constructions were well-corroborated by this piece of the first student's interview excerpt.

> [Student 1: *I am now actually also an English tutor. The condition always encourages me to speak in English while teaching the language. Even though I also use code-switching approach to teach them sometimes. I use English to give my students examples on how to use English correctly.*]

Furthermore, one of the positive influential springboards transfiguring this first student to be more proficient and confident L2 communicators in this present moment is due to the enjoyable speaking learning vicinities he experienced continually in his

former university. This first student took his both Bachelor's and Master of English Education degrees in a university emphasizing the holistic teaching-learning processes wherein all learners are deliberately allowed to express their feelings, ideas, thoughts, and arguments without any presence of suppression or coercion. Concerning the inducement of this positive learning environment ubiquitous in this learning community, the first student acknowledged that he completely enjoyed the teaching-learning dynamics held by the lecturers since they are completely supportive of developing learners' targeted life-based competencies and characters. In consonance with this positive matter, the learning companions were found to be supportive as well in releasing all of the positive major learning outcomes by enriching each other's existing understanding of the subject-specific matters taught by the lecturers. The first student also continually remarked that these similar positive educational values also contagious with EFL speaking learning circumstances where all learners deemed themselves as empty vessels and they cast a higher degree of reverence towards other learning community members eventually directing them to actualize holistic as well as a pleasurable speaking learning journey for the further significant advancement of self-efficacy along with L2 communicative skills development. Interestingly, these findings seem to substantiate the main findings of prior self-efficacy study in the past conducted by Altin and Saracaloglu (2019) unearthing that the majority of Turkish EFL students had successfully fostered their second language competencies and self-efficacy levels after being exposed to more enjoyable speaking learning enterprises cogently underscoring on current speaking proficiency, interest, preferences, and perspectives infused by students. To a lesser extent, Karimi and Abaszadeh (2017) advocated EFL teachers establish such a positive and intimate rapport with multivariate unique students participating in their speaking classroom settings to fully address more transformative speaking learning dynamics wherein students can enhance their second language communicative proficiency along with self-efficacy levels. Wang et al., (2016) theorized that more supportive, engaging, and enjoyable speaking learning vicinities need to be promoted fully by EFL teachers committing to elevate their students' speaking skills as well as self-efficacy growth into the fullest potentials since the inducement of these positive speaking learning climates is believed to mitigate the excessive levels of speaking anxiety and simultaneously work as a propelling force to boost students' self-confidence to proactively utilizing the target language. The interview excerpts derived from the first student also resonated well with the above-explained conceptions.

> [Student 1: *Yes, I do. I learn a lot of new things from my friends. We are learners and will always be. I think that sharing ideas with others in English improves my language competency a lot. It is fun and effective to improve my L2 competencies.*]

> [Student 1: *Yes, I do. I believe that the classroom situation makes me able to enjoy my learning process without being judged/threatened. I think it is supported by the facts that we joke a lot. The atmosphere in the classroom makes us comfortable to learn and practice English.*]

In light of all those aforementioned positive matters, the significant progression of L2 communicative competencies was tangibly undergone by the first student and it exceeded his ordinary expectations while first enrolling in an English Education Department. Based on what he stated above, the positive speaking learning

environments in which the first student strived and thrived altogether with trusted lecturers as well as supportive learning counterparts, at the same time, allowed him to be more optimistic academicians believing that every upcoming impediment, challenge, adversity, and arduous learning situation had fully transformed him to be more mature scholars bravely confronting a considerable number of potential obstructions that may arise constantly during his lifetime. This positive conceptualization of speaking learning circumstances appeared to be quite pertinent to the robust learning behavior, mentality, and attitudes constantly showcased by higher self-efficacious students. To reiterate, students erecting more robust self-efficacy will have more tendency to embrace a vast array of taxing challenges and obstacles hindering their ongoing learning processes since they do not perceive these factors as a serious threat, yet one of the paramount stepping stones leading them to achieve greater learning success in the future events. Reversely, low self-efficacious students are not accustomed to dealing with a wide variety of learning hurdles since they deemed these matters as negative, gigantic blockage, and happiness barriers for continually engaging in the targeted learning venture resulted in the nascence of frustrating, learned-helplessness, and depressing feelings leading them to cease the existent learning processes. These laudable and improper learning behavior are cemented by the theory of self-efficacy postulated by Ifdil et al., (2019) asserting that students erecting a higher degree of self-efficacy growth were more prone to expend greater effortful actions to accomplish a wide array of laborious learning tasks rather than those ingraining lower level of self-efficacy having more tendency to sluggish their learning efforts since they uphold a strong belief that the given learning tasks are too demanding to be accomplished. In another identical study, Ratih, Rustandi, and Febriani (2020) specifically unearthed that the majority of Indonesian EFL students whose self-efficacy was well-established, nourished, and substantiated would be more capable of tackling a vast range of exacting speaking learning tasks compared to other learning counterparts infusing the absenteeism of self-efficacy development since they only cast their profound attention on their learning shortages without making any indomitable attempts to maximize their learning strength to handle those given challenging learning tasks. Jackson et al., (2017) also construed that the lofty development of EFL students' L2 communicative competencies are highly leveraged by the robust entrenchment of self-efficacy in which higher self-efficacious students undergird such an insistent optimistic view that they are capable of overcoming a vast number of arduous L2 communicative learning tasks. To arm EFL students with continual viability to foster their L2 communicative competencies as well as self-efficacy levels into the fullest levels, Tahmassian and Moghadam (2011) adduced that globalized EFL teachers taking part in designing speaking learning activities need to introduce the critical importance of developing self-efficacy at the commencement of L2 communicative classroom learning venture to subtract extravagant speaking anxiety and negative perspectives constructed by students. As generalizability, Lomi and Mbato (2019) also prompted Indonesian EFL teachers to invigorate their students' speaking self-efficacy through the reflexive supportive L2 communicative learning dynamics heavily emphasizing on exhilarating actual communication rehearsals functioned to degrade both students' speaking anxiety along with fear. Ultimately, the interview excerpts derived from the first student also provoked similar contentions alike prior conceptions.

> [Student 1: *Yes, indeed. The experience as well as the knowledge and skills I have learned during my education process has been improved a lot beyond my expectation. I have never thought that I will be able to speak English as fluent as now. Through the process inside and outside classroom, I do believe that the progress is significant. I learn and I teach what I have learned. I think this way is effective in boosting my learning process.*]

> [Student 1: *I work more persistently by expending greater independent attempts to progressively foster my L2 communicative competencies without being interfered to extensively with laborious speaking learning challenges potentially diminishing my self-beliefs, motivation, and self-confidence to develop my speaking skills into the utmost levels since I am optimistic to learn English rather than desperate of facing the problems. Also, there are my friends around me also as a learning community. We support each other in our development. We do not judge and mock each other. In contrast, we will share what we have learned and be supportive.*]

Student 2: The Full Activation of Self-Efficacy Transfigured EFL Academicians into More Long-Life Knowledge Seekers

From the major second research theme mentioned above, it can be parsed that the second student put such a strong belief on her L2 communicative competencies since she is always willing to participate in a wide variety of conversational events harnessing the active usage of the target language. Concerning this first finding, there is a fine line between students' existing self-efficacy levels and the L2 speaking performances they are going to display. Put it another way, higher self-efficacious students are committed to showing more long-lasting effortful attempts, persistence, volition, and learning endeavor to considerably improve their second language communicative competencies in a moment-by-moment manner. Again, this positive learning outcome emerged since these types of students fully settle in more optimistic lenses toward their specific capabilities meaning that this robust self-efficacy belief leading them to be more tenacious as well as strategic while facing myriad speaking learning obstructions. This bunch of explications is compatible with the prior research results of Idrus and Salleh (2017) unveiling that Malaysian EFL students whose self-efficacy levels are continually nurtured and amplified tend to work harder, show greater learning persistence, get more ready to deal with various learning impediments, and obtain more gratifying learning achievements. This major finding also agreed with the previous self-efficacy study conducted by Su, Zheng, and Tsai (2018) uncovering that the majority of Chinese EFL students were capable of exerting greater learning efforts, regulate their learning behavior in a better purpose, construct a more comprehensive understanding of their subject-specific matters, and achieve their predetermined learning objectives successfully through the prolific flourishment of self-efficacy levels. In a previous self-efficacy and EFL public speaking study, Maryam, Febriani, and Kurnia (2019) strongly suggested Indonesian second language educators promoting more less-threatening and stress-free L2 speaking learning activities for students to magnify their self-efficacy levels directing them to showcase more insistent persistent attempts in accomplishing a plethora of challenging given learning tasks. Furthermore, the basis of these obtained results is closely intertwined with the interviewee excerpt shared by the second student in these following lines.

[Student 2: *Because I need to practice my English so that I can be more fluent. The factors which can heighten my self-efficacy are my basic knowledge and I think my English is not that bad.*]

[Student 2: *Yes. Of course. I believe that practice makes perfect. So more practice, more fluent.*]

Apart from the aforementioned positive values disseminated by the second student, she also frankly confessed that one of the most daunting matters occasionally impeding her to constantly utilize the target language both inside and outside of the speaking classroom walls is the strict judgment addressed by her lecturers. In simpler words, the second student was afraid of being humiliated by the comments, suggestions, and advice imparted by her lecturers while making some grammar mistakes in particular L2 communicative occurrences. In addition, she also felt apprehensive while her speaking proficiency, as well as performances, were being critically evaluated by the lecturers. In the light of these varied taxing L2 communicative learning situations, it is worth repudiating here that even higher self-efficacious students are oftentimes crammed with unsavory speaking learning situations in which their bravery, self-confidence, persistence, and volition are being jeopardized by all of these inescapable challenging matters. Considering this ubiquitous speaking learning phenomenon, the primary aim for worldwide EFL educationalists is to promote, establish, and toughen students' self-efficacy as well as speaking skills through a pleasant and transformative L2 communicative learning milieu. These contentions are theoretically grounded on the major specific findings of prior self-efficacy and EFL learning enterprises study plied by Sardegna, Lee, and Kusey (2018) cogently prompting worldwide EFL educators to inherent more robust self-efficacy entrenchment within students to progressively diminish their second language learning anxiety and activate their long-lasting initiative to forge their targeted paramount language competencies. In another relevant study, Genc, Kulusakli, and Aydin (2016) earnestly encouraged globalized EFL educationalists to preserve the robust integration of self-efficacy forming within students to guide them to attain more fruitful target language learning outcomes in an optimistic and a positive view. These two major findings were fully endorsed by the theory of the mutual interplays between self-efficacy and L2 communicative desire devised by Imran and Ghani (2014) postulating that the higher students' speaking self-efficacy, the more committed they are willing to converse with other interlocutors intensively by using the target language. Lelita (2016) also unfolded that Indonesian EFL students better equipped with a higher level of self-efficacy will outperform other learning companions ingrained lower levels of self-efficacy in terms of negating their excessive levels of speaking anxiety, managing their negative feelings about speaking, actualizing their pre-speaking learning objectives, applying more appropriate speaking learning strategies, and achieving their target language learning objectives fully. These in-depth delineations of further findings were also overtly confirmed by the interview responses taken by the second student as follows.

[Student 2: *It is lecturers. Sometimes, I feel unconfident or uncomfortable speaking English in front of my lecturers because I am afraid that I would make grammar mistake and the lecturer will judge my ability in English.*]

Despite the speaking anxiety professed by the second student, it is perhaps worthwhile to be acclaim here that the second student had successfully maintained and invigorated her higher level of self-efficacy without being devastated by a vast general array of L2 communicative learning obstacles. Personally speaking, the second student honestly admitted that a life-long learning spirit had resided gradually within herself since she was persistently longing to explore a wide array of renewable knowledge, skills, and perspectives potentially broadening her existing understanding of the discipline specific-fields and elevate the targeted L2 communicative competencies continuously. This laudable learning character is indispensably crucial for globalized EFL students aiming to markedly improve their four strands of second language competencies; reading, writing, listening and speaking. While the ultimate paramount skills may necessitate more massive concerns for both second language teachers and students to cultivate to breed more proficient, autonomous, confident, optimistic and dauntless L2 future communicators. Some research results yielded by previous self-efficacy and speaking studies corroborated these aforementioned arguments. Tahsildar and Kabiri (2019) advocated Iranian EFL teachers bring about more influential positive impacts for the continual advancement of students' L2 speaking skills along with self-efficacy levels through more enjoyable speaking learning circumstances guiding them to hone their communicative competencies throughout a daily basis. Demirel, Turkel, and Aydin (2020) also revealed the paramount need for Turkey EFL teachers to everlastingly nurture students' L2 speaking self-efficacy to successfully breed more qualified future professionals in the future working worlds. In another relevant study, Karimi and Abaszadeh (2017) elucidated the crucial L2 speaking learning actions that should be immediately actualized by Iranian EFL teachers by incorporating more autonomy-supportive communicative teaching-learning environments in which all students are strongly motivated to forge their speaking skills and inherently make use of this similar spirit in their actual daily-basis with trusted learning companions. Lastly, Hermagustiana, Astuti, and Sucahyo (2021) confirmed that Indonesian EFL teachers need to integrate more contextual, pleasurable, anxiety-free L2 speaking learning vicinities for all students in the manifestation of small group discussions to ingrain more habitual speaking behavior within their tangible L2 communication practices concurrently impacting their desire to actualize the identical actions in their daily routines. The following interviewee excerpt also echoed the above-explicated conceptions.

[Student 2: *In my opinion, I think it is good to always improve myself. Personally, I like to learn new things so that by practicing more despite any obstacles, I believe that I should learn more in order to tackle my weakness in speaking.*]

Conclusion

Above all, it is worth emphasizing here that the successful nurturance of self-efficacy in EFL speaking learning contexts is heavily affected by both external and internal factors. Regarding the external factors, the incorporation of enjoyable and appropriate L2 speaking learning enterprises should be embodied at the onset of the

targeted learning trajectories to preserve students' motivation and self-confidence at a higher level while rehearsing their communicative target language competencies. Dealing with the internal factors, the robust optimistic lenses as well as self-beliefs should be ingrained strongly before students embark on particular L2 speaking learning activities to transfigure them into more life-long second language academicians longing to develop their communicative skills into the utmost levels in the light of continual speaking practices. Since this present qualitative study merely relied on the use of the narrative interview inquiries and involved a minimum number of research participants, a replication of this existing study should harness a considerable number of research instruments; questionnaire, interview questions, classroom observation, and teachers' journaling as well as inviting plenty research participants deriving from various universities in this archipelago to produce more generalizable, robust, and durable research results significant for the substantial EFL speaking learning enterprises progression.

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SEXIST LANGUAGE SHOWING GENDER STEREOTYPES AS DEPICTED IN EFL TEXTBOOKS

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Abstract
One of the most prominent ways to shape children and adolescents' mindset is through learning formally at school. EFL textbooks have an important role for students to learn English, but they will also unconsciously learn about gender stereotypes. These gender stereotypes include the belief that women's role is limited to being a housewife, a good mother to her children, and an obedient woman for her husband. For men, their role is more to the wider part of society, which includes being a breadwinner and more successful in career. The object of this study is BSE English textbooks from grade X-XII. This paper will analyse sexist languages shown in the EFL textbooks using Mills (1995) theory and gender stereotypes using Arliss' (1991) theory. This research is considered as descriptive qualitative research. The result shows that there are three types of sexist languages: fragmentation, presupposition and inference, and generic nouns. The second research formulation indicates that there are three gender stereotypes, namely stereotypes on traits, roles, and behavior.

Keywords: sexist language, gender stereotype, EFL textbooks

Introduction
Social structure may be influenced or determined by language or behavior (Wardhaugh, 2005). The use of language between both speakers reflects their perceptions to the world. One of the perceptions that is related to the culture of a society is the perception of gender (Wardhaugh, 2005). A society's beliefs and expectations are reflected in its language (Lakoff, 1973). Furthermore, López and Morant (1995) believe that language cannot be essentially exist since it is a tool for expressing ideas. The issue, in their opinion, is that males have more authority than women, and this dominance is represented in language. This perception influences the general idea of how certain gender would behave, look, and present themselves, which then creates sexist language (Wardhaugh, 2005). Hodge and Kress (1988) as cited in Mills (1995) stated that sexist language is the categorization of fact that extends social concepts of men and women into the non-human world, inscribing in the language itself a principle of gender roles and identities. According to Perez (2014), males frequently appear as non-gendered or neutral subjects in linguistic terms, but females do not. Women are specifically described as feminine qualities, never as generalized representations of humanity or all beings. Perez-Sabater (2015) further called this phenomenon as 'linguistic discrimination', in which women suffer discrimination

through the use of language. Spender (1995) and Doyle (1998) in their studies indicate many instances of sexist languages, for example having masculine pronouns for generic terms, jobs ending with 'man' and thus considered generic, the use of first and last names in an unequal manner. Even when they are of same rank, women are more typically referred by their first names, while males are referred by their last names, or how the masculine term 'man' is used to describe humankind.

Sexist language has three effects. In Mills' book entitled *Feminist Stylistics,* she stated that:

1. It may alienate female interlocutors and cause them to feel that they are not being addressed;
2. It may be one of the factors which may cause women to view themselves in a negative or stereotyped way. It may thus have an effect on the expectations women and men have of what women can do;
3. It may confuse listeners, both male and female (for example, as to whether a true generic noun or pronoun is being used or a gender-specific one) (Mills, 1995:72)

In some parts of the world with a strong patriarchal society, the stereotype of men and women is definite. For example, men are seen superior and women are seen inferior to men (Schaefer, 2018). This stereotype would affect the younger generation's perspectives and behaviors toward gender roles. This shaped prejudice among each gender is also used in EFL textbooks. EFL textbook is one of the media to learn English in Indonesia. Unbeknownst to students and teachers, textbooks influence students' views of gender directly by how they represent various people in society and how these individuals are shown to connect with each other (Otlowski, 2003, as cited in Pattalung, 2008). Sexist language may also preserve sexist practices in society, which is shown through how women tend to veer away from male-dominated fields (Bearman, Korobov & Thorne, 2009).

Due to the researchers' concern about the lack of awareness in Indonesian society, we analyze sexist language in EFL textbooks to develop students' critical thinking skills and increase teachers' awareness about gender stereotypes through literacy. To achieve this purpose, it firstly describes kinds of sexist language that are found in EFL textbooks. Secondly, in the light of the theories of sexism and language, this paper brings stereotypes in EFL textbooks to light.

Method

The design of this research is descriptive qualitative. The purpose of descriptive qualitative research is to define the phenomenon and its characteristics. Descriptive research focuses on what rather than how or why the phenomenon has happened (Nassaji, 2015). This research is designed to describe the types of sexist language and how gender stereotypes are revealed through the sexist languages in EFL textbooks. It is a qualitative analysis of three EFL textbooks from the first until the last year of senior high school students. The researchers use the textbooks that are from the government known as *Buku Sekolah Elektronik.*



Figure 1. Presupposition and Inference

To answer the first problem formulation related to which types of sexist language are revealed in the textbooks, the researchers used Sara Mill's theory in her books entitled *Feminist Stylistics.* There are at least four types of sexist language. First, presupposition and inference. It is hypothesized that the text recipient may share some details with the text author. Mills (1995) believes that there are patterns of context information that are presupposed when texts reach a female audience or when topics of gender are addressed. This typically happens in surgery advertisements similar to the picture on the left. The saying *'Get the dream look you deserve'* is a rhetorical statement that draws on a body of ideological knowledge that women are not happy with how they look and always in need for improvement. The presupposition of this advertisement is that she has done surgery and deserves to have her look done because it is the way to be pretty and happy. The inference is: If you want to be happy with your look, you need to do surgery. Second, transitivity choices. Burton (1982) discusses how language can be used to create a feeling of powerlessness in a character: how the linguistic structure of the verbs leads to the protagonist's evident sense of loss of control over her own life. Third is generic nouns, such as: freshman, mailman, fireman, mankind, and chairman. The use of 'man' in a book entitled *Prehistoric Man* is oftenly being used to tell how it was described in detail. Meanwhile, the roles of women only being described as a subordinate (Mills, 1995). The use of 'man' as a prefix or an affix in language also affects people' stereotype about the superiority and inferiority between the genders. Fourth, fragmentation is a technique to recognize women as a sexual object only for fulfilling the male's desire. It has been widely known in pornographic literature as well (Kappeler, 1986). Many advertisements use women's bodies to advertise something. The anatomy of women are unknowingly seen in many literature works for the purpose of visual satisfaction.

In addition to the second problem formulation which discusses the stereotypes revealed through the sexist language, this research uses various stereotypes which vary in four dimensions. These dimensions are taken from Yenni's published thesis entitled *Gender Stereotyping Shown by Sexist Languages in The Iron Lady.* First, stereotypes on traits that refers to male and female attitudes (Arliss, 1991:19 as cited in Yenni, 2013). Second, the role stereotype which corresponds to the role of men and women

in their everyday lives (Arliss, 1991:18 as cited in Yenni, 2013). Third, the interpersonal stereotyping that applies to how men and women behave in their everyday lives (Arliss, 1991:23 as cited in Yenni, 2013). The last stereotype is the stereotype of physical features of men and women (Arliss, 1991:6 as cited in Yenni, 2013).

This compilation of four sexist language forms acted as the institutional concept of sexist language in this research, and as a starting point for data collection and analysis. During the analysis more categories were not considered necessary. Each line of text was independently analyzed, and each instance of sexist language was counted and put in one of the categories listed on the table. For situations where the two researchers' interpretations contradicted, the researchers consulted the text to their research advisor to get a clearer understanding of the text. The result of the data is reported in a table listing the categories of sexist language in columns and the textbooks in rows. After the data is grouped into varieties of sexist languages, the researchers categorized the data into types of gender stereotypes.

Findings and Discussion

Table 1. Frequency of Types of Sexist Languages Found in BSE Grade X-XII

Types of Sexist Language	***f***	**%**
Presupposition and inference	11	64.7%
Generic nouns	4	23.5%
Fragmentation	2	11.7%
Total	17	100%

After analyzing three EFL textbooks from the first until the last year of senior high school, the researchers found three out of four categories of sexist language based on Mills (1995). Those categories are classified into presupposition and inference (64.7%), generic nouns (23.5%), and fragmentation (11.7%).

Gender stereotype	***f***	**%**
Stereotypes on traits	1	16.6%
Stereotypes on roles	3	50%
Stereotypes on behaviour	2	33.3%
Total	6	100%

The researchers also found three gender stereotype dimensions which categorized into stereotypes on traits (16.6%), stereotypes on roles (50%), and stereotypes on behaviour (33.3%).

Discussions

Types of sexist language

Presupposition and inference

There are eleven data which are categorized as presupposition and inference. The data consist of 9 statements from the first grade, 2 statements from the second grade, and 1 statement from the last grade of senior high school. The data are arranged as follows:

Table 2. Presupposition and Inference

No.	Types of Sexist Language	Data	Statements
1.	Presupposition and Inference	1.A.X.1	Sinta : "I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster". Alif : (replies with a happy tone) "Thank you. I cannot forget your collaboration with me, and I will still need your help". (p.23)
2.		1.A.X.2	Ditto : "Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well". Cita : "Thanks, Ditto". (p.24)
3.		1.A.X.3	"Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London. Santi has got a sugar glider from her parents. Her parents are happy because she has been brave enough to donate her blood to PMI" (the Indonesia Red Cross). (p.30)
4.		1.A.X.4	A: "What a wonderful performance!" B: "Thank you." - A: "I must express my admiration to you". B: "Thanks a lot for your appreciation" (B is a fisher) - A: "What a nice dress!" B: "Thank you." - A: "You look gorgeous!" B: "It's very kind of you to say that." (p.34)
5.		1.A.X.5	Santi : "So, what about you Bayu? Do you have any plans?" Bayu : "Definitely! My dad and I are going to go fishing." Santi : "Fishing? Are you going to go fishing in the river near your house?" Bayu : "No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?" Santi : "Fishing? That sounds great. But I would rather stay at home than go fishing."

		Bayu : "What about you, Riri? What would you like to do on the long weekend?" Riri : "I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies." Bayu : "Ha ha, ha. Do you still want to stay home alone, Santi?" Riri : "Or, would you like to join me to learn baking cookies? You can come to my house." Bayu : "It's a good idea! Or will you go fishing with me and my dad?" Santi : "I think I would like to bake cookies with Riri. Thanks for inviting me, Riri." (p.41)
6.	1.A.X.6	"Mr. Muslih is a very _____ village head. He seems to be in control of the village matters." (p.162)
7.	1.A.X.7	"Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____(1)." "His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day." (p.183)
8.	1.A.X.8	"A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind, and beautiful." (p.184)
9.	1.A.XI.9	A: "Women should not work" B: "I think so too. Women should stay at home and take care of their children" (p.24)
10.	1.A.XI.10	"As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee" (p.62)
11.	1.A.XII.11	"He manages the local branch of a national shoe retailer Linda is writing an application letter for the position as a secretary" (p.68)

Datum 1 conveys two presuppositions and one inference. The first presupposition is that Alif is a hard worker and humble person, shown from how he treats his colleagues when he is being promoted as a director. The second presupposition is that Alif has a good collaboration with his friends, but he is the one who got promoted as a director. The inference of Datum 1 is that Sinta helps Alif in collaborating with him, so that he can be promoted as the director of the company. This implicitly infers that women tend to be a helper for men to achieve something bigger, while women are

being limited by a mindset that women cannot do something as influential as men do in their career field.

Datum 1 takes place in a working place, meanwhile Datum 2 is at school. Datum 2 conveys one presupposition and one inference. The presupposition is that Dito is a supportive friend, shown from how he congratulates Cita on her winning in the Story Telling Competition sincerely. The inference is that women tend to be seen as the ones who are more outstanding at school, however if we compare it with other data, men tend to be the leaders and achieve greater results in wider parts of society.

There are three statements in Datum 3. The first statement, "*Tomy has just been promoted to be the branch manager of Jepara Ukir Company in London*," has one presupposition and one inference. The presupposition is that Tony is a hard worker, so that he can be promoted as branch manager of Jepara Ukir Company in London. The inference is that men tend to be considered as a leader. The second one, "*Santi has got a sugar glider from her parents"*, contains one presupposition and one inference. The presupposition of the second statement is that Santi is an animal lover. The inference is women tend to be seen as loving, gentle, and generous. Those characteristics construct the way society perceives femininity. The last statement in Datum 3, "*Her parents are happy because she has been brave enough to donate her blood to PMI (the Indonesia Red Cross)"*, shows one presupposition and one inference. The presupposition is that she is willing to donate her blood. The inference of this sentence is that women are expected to become socially concerned of their surroundings. It also infers that usually women tend to be more afraid.

Datum 4 has four statements. The first and second statements in the book talk about a guy who is being praised for his achievements, meanwhile the third and fourth statements talk about a girl who is being praised for her looks. The presupposition of these four statements is that the speakers compliment the interlocutors. The datum infers that boys are praised for their achievements in life such as singing and fishing, however the girls are more limited to their appearance.

Datum 5 contains 1 presupposition and 2 inferences in the form of conversation between Santi, Bayu, and Riri. The presupposition is that Santi, Bayu, and Riri talk about what they will do on the long weekend according to their hobbies. This datum indirectly infers that fishing is an activity only for boys. This can be seen from what Bayu has said, "*Definitely! My dad and I are going to go fishing"*, added with the statement from Santi, "*Fishing? That sounds great. But I would rather stay at home than go fishing"*, which conveys that fishing is a hobby only for boys. The second inference can be seen from what Riri has said, "*I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookie"s*, added with the statement from Santi, "*I think I would like to bake cookies with Riri"*, which implicitly implies that baking is a very related hobby with girls.

Datum 6, "*Mr. Muslih is a very _____ village head. He seems to be in control of the village matters"*, conveys 1 presupposition and 1 inference. The presupposition is that Mr. Muslih is a responsible person, that people choose him as a leader. The inference is that men tend to be seen as a leader and indirectly conveys that women are not able to be a good leader.

Datum 7, "*He had said he would marry the first woman who could see him as he came at the end of the day"*, infers 1 presupposition and 2 inferences. The presupposition is that women in general cannot see him in person, it needs a special someone to be able to see him. The inference is that women tend to be considered as

the ones who need to take actions first related with relationships. The second inference is that marrying a man is already a great achievement and gift that should be gained by women in their life.

Datum 8, *She was gentle, kind, and beautiful*, indirectly conveys 1 presupposition and 1 inference. The presupposition is that the author wanted to show the characteristics of the last daughter of the chief. This statement conveys 1 inference where the author implicitly states that women have to be gentle, kind, and beautiful.

Datum 9 is in the form of conversation between A and B. The conversation is about women's roles. This conversation indirectly conveys 1 presupposition and 1 inference. The presupposition of this datum is that women should be focused in taking the roles to take care of their children. The statement which says, *Women should not work,* is very common in society that started to be seen as a must. On the other hand, this datum implicitly infers that women cannot achieve something as much as men can. Due to the patriarchy that obligated women to let go of their dreams in their career field to take care of the households.

Datum 10, *As you know, mum loves shopping, so she goes and will go for hours...*, implicitly infers 1 presupposition and 1 inference. The presupposition of this statement is mum's hobby is shopping. The inference is that women tend to be considered as the ones who are crazy about shopping.

Datum 11 consists of 2 statements. The first statement, *He manages the local branch of a national shoe retailer*, conveys 1 presupposition and 1 inference. The presupposition is that he is able to become a leader to manage the local branch of a national shoe retailer due to his capability and responsibility. The inference of the first statement is that people tend to consider men as the leaders. This indirectly infers that women are less able to do what men can do. The second statement, *Linda is writing an application letter for the position as a secretary*, conveys 1 presupposition and 1 inference. The presupposition is that Linda is applying for a position as a secretary at the workplace. The inference of the second statement is that people tend to normalize women being at a lower level than men, including in their career field.

Generic Nouns

There are four data that are concluded as generic pronouns. The data consist of 2 statements from the first grade and 2 statements from the last grade of senior high school. The data are arranged as follows:

Table 3. Generic Nouns

No.	Types of Sexist Language	Data	Statements
12.	Generic Nouns	1.B.X.12	"Let's play an oddman out!" (p.51)
13.		1.B.X.13	"His mother was a javanese noblewoman" (p.134)
14.		1.B.XII.14	"It seems to me the fisherman is using a bomb to catch a fish." (p.36)

15.	1.B.XII.15	"If we're thinking about what to do when we come here, then we need not worry because there are lots on offer, like enjoying from the true relaxing times and the feeling of being isolated from modern technology and man-made things" (p.150)

Odd Man Out in Datum 12 refers to a game where the players eliminate a person or thing that tries to fit in a group by guessing (the odd one out). For example, a game on Youtube titled "6 Actors vs 1 Fake Actor" (jubileeProject, 2020), the player has to guess which one is the fake one. However, now the game is commonly called Odd *One Out* instead of *Odd Man Out*. The term *Odd Man Out* generalizes that all players are males, when it is not limited to only males, but can also be females.

'Man' can also be used as a prefix in phrases like 'man-power' or 'man-hours,' or as an affix in phrases like 'craftsman,' 'seaman,' 'policeman,' 'fireman,' 'postman,' 'dustman,' and 'fisherman,' as well as in the verb 'to man.' (Mills, 1995). In Datum 13, *his mother was a Javanese noblewoman*, refers that she is a woman who belongs to the noble class. When it is called noblewoman, it refers to women as a marked form (Mills, 1995). Datum 14 uses a term *fisherman* which refers to a person who catches fish, and Datum 15 uses *man-made things* to refer to things that are made by human beings. These terms generalize the use of the word man as an affix in phrases that can also mean for women as well.

Fragmentation

There are 2 data which are included as fragmentation. Those data are from the first grade of senior high school. The data are arranged as follows:

Table 4. Fragmentation

No.	Types of Sexist Language	Data	Statements
16.	Fragmentation	1.C.X.16	A: "What a nice dress!" B: "Thank you very much" (p.34)
17.		1.C.X.17	A: "You look gorgeous!" B: "It's a very kind of you to say that." (p.34)

Datum 16 indirectly infers that women tend to be complimented by their physical appearances only. It can be seen from the statement which says *What a nice dress!*, shows stigmatization that physical appearances are very crucial for women. Women are considered as visual creatures that they need to be good-looking and attractive in society's eyes. This stereotype starts to burden and limit women in living their life. From this datum, it implicitly conveys that women are being forced to fulfill society's expectation about how women should look like. Datum 17 shows the same results as Datum 16, where women are being indirectly forced to fulfill society's expectation about their looks. It is clearly seen from how A compliments B about B's appearance. This constructed stereotype defines how female should behave and look.

Stereotypes on Traits

Trait involves evidence which provides stereotypes on women's characteristic features or quality. According to the analysis result, there is one data which is classified as stereotypes on traits.

Table 5. Stereotypes on Traits

No	Gender Stereotype	Datum	Sentence(s)
1.	Stereotypes on Traits	2.A.X.1	"A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind, and beautiful." (p.184)

Datum 1 is categorized as a gender stereotype on traits of women. The datum was taken from a narrative in the book where it described a woman character. The use of sexist language in the book gives off the idea that women are typically gentle, kind, and beautiful. It really highlights femininity. According to Gilbert and Gulbar (2000) and Kite (2011), traits that are associated with women include gentleness, humility, empathy and being kind. These traits are mostly associated with women even though both sexes might actually possess feminine and masculine traits. This could happen because these traits are socially constructed (Shehan, 2018).

Stereotypes on Roles

Stereotypes on roles include when women are associated to be secondary, taking care of the house and children, while men are seen as the breadwinner, superior, and more deserving to achieve well in wider parts of society (Pilcher & Whelehan, 2004). There are 3 sentences which assert stereotypes on roles.

Table 6. Stereotypes on Roles

No.	Gender Stereotype	Data	Statements
2.	Stereotypes on Roles	2.B.XI.2	A: "Women should not work" B: "I think so too. Women should stay at home and take care of their children" (p.24)
3.		2.B.XI.3	"He manages the local branch of a national shoe retailer" "Linda is writing an application letter for the position as a secretary" (p.68)
4.		2.B.X.4	"Mr. Muslih is a very _____ village head. He seems to be in control of the village matters." (p.162)

The utterance in Datum 2 shows that women should just stay in the kitchen and take care of the house. In the conversation, two people are conversing about the role of women. A said that women should not work, and B agreed with A saying that women belong in the kitchen. This utterance truly harms women's autonomy and further strengthens the idea that women do not deserve to participate in wider parts of society, such as working.

In Datum 3, the two statements show stereotypes on roles. The first statement indicates that men are typically the leaders, through being a manager of a local branch of a national shoe retailer. Meanwhile the second statement shows a stereotype role in which the type of job women would have is being a secretary. According to a research led by Badura and Grijalva, it was found that men tend to be more confident and dominant, while women tend to be seen as more communal and nurturing (Biddle, 2018). Thus, men are more likely to participate in voicing their opinions confiently in group discussions, and be consideres as leaderlike. Datum 4 also gives off the idea that men are seen as leaders when Mr. Muslih is described as a village head and in control of the village.

Stereotypes on Behavior

There are two pieces of evidence found on stereotypes of behavior. In stereotypes on behavior, it conveys differences of men's and women's behavior.

Table 7. Stereotypes on Behavior

No.	Gender Stereotype	Data	Statements
5.	Stereotypes on Behaviour	2.C.X.5	Santi : "So, what about you Bayu? Do you have any plans?" Bayu : "Definitely! My dad and I are going to go fishing." Santi : "Fishing? Are you going to go fishing in the river near your house?" Bayu : "No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?" Santi : "Fishing? That sounds great. But I would rather stay at home than go fishing." Bayu : "What about you, Riri? What would you like to do on the long weekend?" Riri : "I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies." Bayu : "Ha ha, ha. Do you still want to stay home alone, Santi?"

		Riri : "Or, would you like to join me to learn baking cookies? You can come to my house." Bayu : "It's a good idea! Or will you go fishing with me and my dad?" Santi : "I think I would like to bake cookies with Riri. Thanks for inviting me, Riri." (p.41)
6.	2.C.X.6	"As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee" (p.62)

In Datum 5, Bayu, Riri and Santi discuss what they will do on the weekend. Bayu told his friends that he will go fishing with his father, then he invites Santi to join him. However, Santi refuses the invitation and tells that she'd rather stay at home. Riri tells her friends that she will practice baking cookies and invites Santi whether she is interested to bake as well or not, to which Santi replies that she agrees on the invitation.

Through the conversation, it is assumed that women would rather be in the kitchen; baking and cooking rather than fishing which is more associated with men's field. It is because fishing is not seen to be a woman's activity. It stereotypes women's behavior shown by how women prefer to bake instead of fish.

For Datum 6, it can be seen from the description that mum here loves shopping. Shopping is mostly related to women's activity. Shopping activity mostly associated with women. This constructed idea shapes how society perceives shopping in real life. It's one of the oldest stereotype in society, that women like to shop more than men (Markham, 2014).Women's behaviour is interpreted as "shopping gene", where men are seen as "hunters" (conquering stuff) and women are seen as "gatherers" (finding stuff) (Elsendrath, 2011).

Conclusion

Based on the analysis above, the researchers found that there are 11 presuppositions and inferences, 4 generic nouns, and 2 fragmentations in the EFL textbooks. Then, the researcher found three types of stereotypes derived from the sexist language. There are 1 stereotype on traits, 3 stereotypes on roles, and 2 stereotypes on behavior. Although sexist languages are found in all grades, the most prominent use of sexist languages is in the first grade EFL textbook with 13 sexist languages and 4 stereotypes. The second grade EFL textbook encompasses 2 sexist languages and 3 stereotypes. Lastly, the final grade EFL textbook has 3 sexist languages.

After carefully analyzing the data, the researchers also found that the textbooks that are commonly used in Indonesian highschools have very few sexist languages. However, even though very few, the researchers hope that future writers of EFL textbooks can be more aware of the use of language in the book, as it can preserve stereotypes which are harmful for both men and women

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