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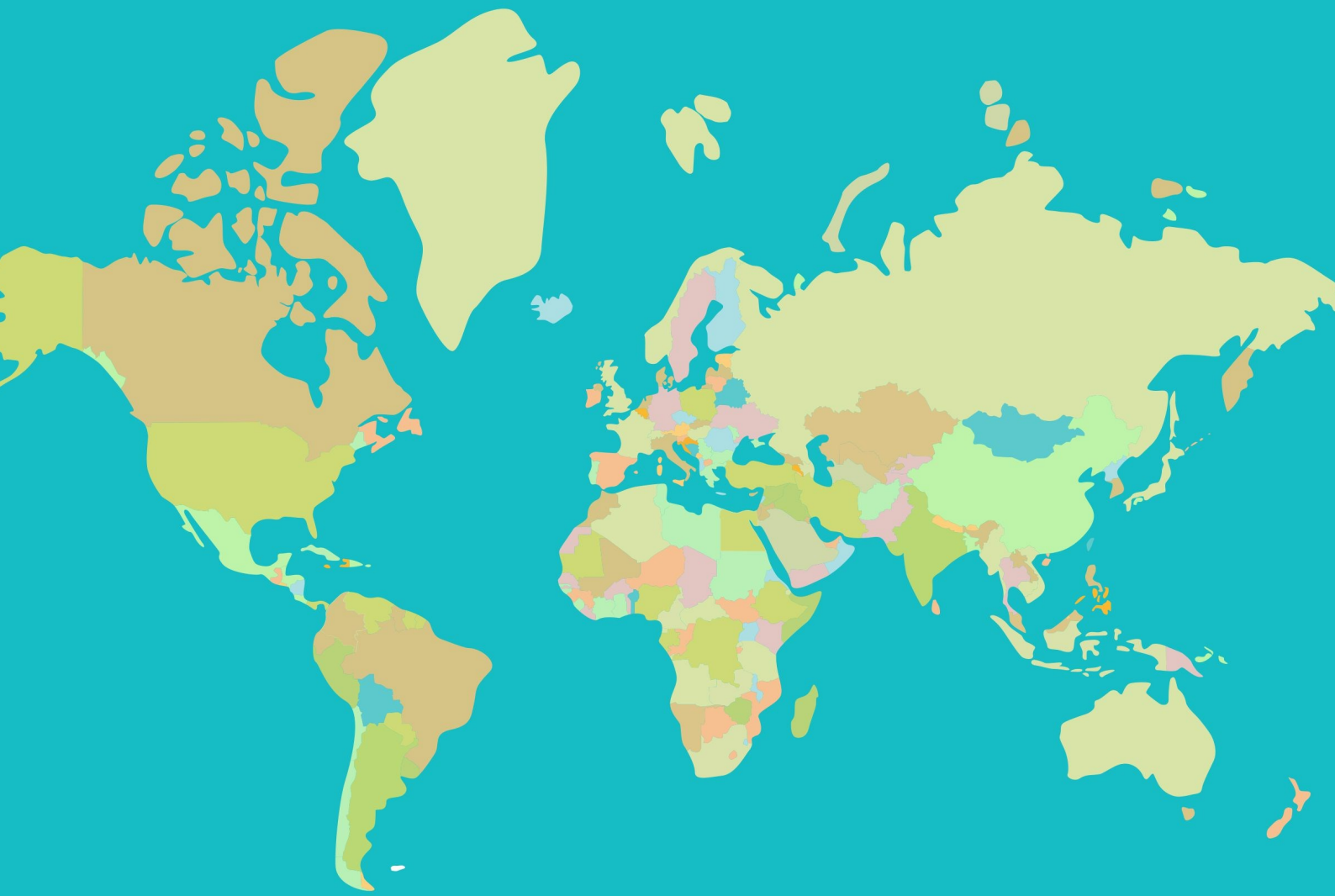

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EXPLORING THE LIVED EXPERIENCES OF ESL TEACHERS IN THE TEACHING OF ENGLISH SUBJECTS

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Abstract
Teaching English has been a major issue in countries where English is not the first language, making it difficult for L2 learners to learn a second language because they cannot use English in real-life situations. However, pronunciation is a significant element of English language fluency. It is considered to be essential for successful oral communication. This paper documented the lived experiences of five ESL teachers in teaching English classes at Eastern Samar State University, Guiuan. This study employed a transcendental phenomenology research design. The five selected teachers teaching English subjects were asked to share their experiences through an in-depth interview in teaching English subjects and their observed students' English language challenges. The data gathered generated five themes, which included sensitivity among students on error correction; divergent attitudes of the students towards pronunciation instruction; pronunciation errors of students in both segmental and suprasegmentals; teacher's ways of dealing with the level of extent of students' fossilization period; and challenges in teaching the English language. The result implies that students' lack of exposure to language learning opportunities contributes to the emerging problem in the fluency of the language. Therefore, challenges to ESL teachers in dealing with students' difficulties in learning the English language.

Keywords: ESL teachers, teachers' experiences, linguistic performance, pronunciation errors, pronunciation teaching strategies

Introduction
English as a second language serves as the medium of instruction in most of the subjects in the Philippines' education curriculum. Moreover, due to a mandate of the new constitution, both English and Filipino are assured to be the official languages of instruction and communication. Beyond that regulation, English is almost always the spoken language in learning after primary school, especially in the country's urban and State Universities and Colleges (SUCs). Further, it serves as a means of communication, especially those citizens from different linguistic backgrounds. Yet, pronunciation is a significant element of language fluency.

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Pronunciation plays an important role in communication because pronunciation errors can affect the clarity of a person's delivery. Keshavarz and Abu Bakar (2017) state that pronunciation clarity is a component of communication competence. It is essential for successful oral communication by many L2 users (Celce-Murcia & Brinton, 2010). Furthermore, Gilakjani (2012) opined that "learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Since speaking is the basic element when communicating, pronunciation inevitably is seen and discussed by many authors and teachers that have come across it (Poposka, 2017). Based on a statistical viewpoint, English is one of the world's most spoken languages (Jason, 2011), and as such, many people have taken up learning it. In the Philippines, the country uses the English language as an international language for communication because most of the population has a degree of fluency. However, many Filipinos still face difficulties in learning to speak the language. And this is evident, even in college students. Some students are hesitant to express their ideas, especially if they must use the English language. Therefore, it becomes a challenge for ESL teachers to cope with this issue in teaching strategies to learn a second language.

Teaching English is a multifaceted process, and teachers must pay close attention to students' reading, writing, listening, and speaking abilities. Teachers teach these abilities, and students learn them. Mukminin et al. (2022) found that there were challenges that were encountered by English teachers in teaching English language skills to young learners. They found some strategies used by the teachers in solving challenges in teaching English language skills to young learners. For listening skills, teachers did not find too many challenges in teaching the skill. However, for speaking skills, participants said that it was more difficult than teaching listening skills although students were only demanded to be able to mention some simple words.

Further, it was cited by Reinoso, Rengifo, and Chamba (2019) that several teaching strategies and materials help students excel in the ESL classroom, yet learners have difficulty exchanging their thoughts in English. There are many challenges facing foreign language (FL) learners, and the learner struggles with notable challenges. Correspondingly, many English teachers face challenges in coping with students' difficulties speaking the language, especially college students taking up courses requiring them to be fluent in the language. With this, the researcher aimed to discover the English teachers' experiences teaching English subjects and coping with the learners' language difficulties, especially during class discussions.

Teaching English as a second language has been, and continues to be, a challenging endeavor for ESL teachers all over the world, according to Simasiku (2016). In areas where there is little prior knowledge of English as a language, Selim and Tasneen (2016) agreed that teaching English as a second language becomes more challenging for teachers. In most instances, the ESL teachers are non-native English speakers, teaching learners who are also non-native English speakers to learn to speak, read, understand, and write English (Piage, 2018). As a result, ESL instructors deal with a variety of difficulties both inside and outside the classroom (Khan & Khan, 2016). Research reports revealed that ESL teachers face genuine teaching challenges, the majority of which are contextual (Mundy

2008, cited by Khan & Khan, 2016). This is true even if they have received adequate training and are creative.

This study aimed at knowing the lived experiences of ESL teachers in teaching English subjects and their observed students' challenges/difficulties in learning the language. The findings of this study could be source data for pedagogical development to address the issue. Specifically, this qualitative study aimed to uncover some existing ideas and experiences teachers have in teaching English subjects guided by the following questions:

1. What are the lived experiences of ESL teachers in teaching English subjects?
2. How do teachers deal with the difficulties encountered by their students in learning the English language?

Method

A qualitative research design using the transcendental phenomenological method was employed in this study. It is one of the qualitative research patterns that aim to reveal and interpret people's perspectives and perceptions of a specific phenomenon (Yildirim & Simsek, 2005). It is believed that Phenomenologists seeking to explicate "lived experience" need above all to do justice to the phenomenon under study; research methods need to be responsive to the phenomenon, towards capturing something of its "is-ness." (Finlay, 2014); this ensures that the teacher's lived experiences in teaching English subjects are described more thoroughly. This phenomenological approach allows the researcher to have an objective examination of the phenomena. This qualitative inquiry approach was appropriate for this study because the researcher was able to "understand the meaning that participants attribute to those actions- their thoughts, feelings, beliefs, values, and assumptive worlds through face-to-face interview to capture their deeper perspectives or experiences on the phenomenon (Creswell, 2018).

Furthermore, the phenomenological approach allows for opportunities to observe people's experiences where knowledge about a particular phenomenon is limited, and the researchers collaborate with the participants to glean perspectives that may later provide insight (Donalek, 2005). The study participants were purposively selected based on the set objectives and criteria of this present study. The research participants were the five (5) English teachers handling English subjects in Bachelor of Arts in Communication (BA Com), Bachelor of Secondary Education (BSED-English), Bachelor of Tourism (BST), and Senior High School Program in Eastern Samar State University, Guiuan campus. The teachers' ages ranged from the twenties to almost 50, with an average age of 31 years. Their teaching experience varied as well. One teacher had taught for less than two years, while another one had taught for almost 25 years. The average years of teaching experience were eight years. Three of the participants earned Master of Education degrees, while two had units in the Master's Program. These five language arts teachers are an adequate sample for this type of research. The recommended sample size for phenomenological studies can vary greatly between individuals who have all experienced the phenomenon".

The interview is a major data source for this research on lived experience. Thus, in-depth interviews of current ESL teachers will constitute this study's

primary data collection technique in search of the participants' interpretations of their lived experiences. This study used a semi-structured interview guide to gather valuable data and information during the in-depth individual interview on the lived experiences of ESL teachers in teaching English subject-their challenges, and coping mechanisms for the difficulties of students in language learning. The interview guide was composed of two (2) central questions with probing questions based on the sequence of the research questions. The first part was composed of four (4) probing questions to describe "what" the participants have experienced in terms of the phenomenon, and the second part was composed of eight (8) probing questions to describe "how" the participants experienced it.

This study utilized the general interview guide approach to solicit a narrative of participants' lived experiences yet keep consistency and structure in the interview process. The general interview guide approach includes using an outline of questions to ensure that all pertinent topics are covered. In addition, to gather data on the lived experiences of the ESL teachers, an in-depth interview was conducted using a general interview guide to have a deep understanding of teachers' lived experiences. Interviews, which were carried out through audio recording and field note-taking, lasted 15-30 minutes for each teacher.

Then, transcribing the audio-recorded data from the interview, coding the data, and analyzing the data were made. This study drew a conclusion based on the data gathered in the interview. Confidentiality was achieved by not asking the participants to write their names on the consent form; only their signatures appeared. The audio record was coded with numbers to track the participants' identity and labeled as Participant 1 to Participant 5, which only the researcher knows the codes assigned. However, the researcher employed member checking to ensure the validity of the findings. Member checking allows participants to read the final report based on their interviews. Teachers will be asked to comment on the accuracy of the descriptions and themes and have a chance to add any other insights or comments about the report. In adherence to health protocols, follow-up interviews were conducted through phone calls and email correspondence to allow participants the opportunity for member checking.

Since this study was phenomenological-qualitative, the researcher employed thematic analysis using Colaizzi's (1978) strategy. This study used the seven steps outlined below to analyze the data gathered. First, the researcher read and double-checked the transcribed data to get a general sense of the entire content. Second, significant statements about the phenomenon under investigation were extracted. Third, from these significant statements, meanings were derived. Fourth, the formulated meanings were classified into themes, clusters of themes, and core themes. Fifth, the study's findings were incorporated into a detailed description of the phenomenon under investigation. Sixth, the phenomenon's basic structure was described. The seventh step was to seek validation of findings from research participants by comparing the researcher's descriptive results with their lived experiences.

Some researchers use bracketing to reduce the potentially harmful effects of unacknowledged preconceptions about the research and thus increase the thoroughness of the study. Therefore, to keep away from biases in the interpretation of data and organization of shared experiences from the participants,

the researcher must put aside her own belief about the subject under study to what she already knows about the subject before and throughout the inquiry.

Findings and Discussion

This study raised questions to explore the experiences of ESL teachers on their challenges in teaching English subjects and coping mechanisms with students' difficulties in learning the English language. Based on the informants' responses, the researcher came up with themes using the Collaizi (1978) and Moustakas (1994) method of phenomenological data analysis -thematic analysis approach. In observance of Husserl's transcendental phenomenology framework presented by Moustakas (1994), the following themes emerged. The emerging themes included the sensitivity among students on error correction; divergent attitudes of the students towards pronunciation instruction; common pronunciation errors of students in both segmental and suprasegmentals; teacher's ways of dealing with the level of extent of students' fossilization period; and challenges in teaching pronunciation; its sub-themes: motivation strategies used to cater the interest of the students in English language learning; error correction strategies and diversified pedagogies to eliminate or minimize the students' errors.

Theme 1: Sensitivity among students on error correction

Some teachers doubt correcting a student's errors immediately because they are concerned that doing so may cause them to stop learning. As a result, various considerations must be made before a teacher decides how to handle a student's error, such as when to handle the error (immediately, in the middle of a conversation, or at the end of the session), because some students are open to corrections while others are sensitive or embarrassed. Therefore, Gumbaridze (2012) is of the view that the error correction technique has to be chosen carefully so as not to demotivate students. Students are afraid of speaking the English language not because they are discouraged by their teacher's error correction technique, but because they fear being laughed at by their mates. They assert that they prefer to be corrected by their teacher and not by their mates (Sena, 2020).

> *Some students are willing to be corrected, but some are hesitant…and they don't speak anymore or stop expressing their ideas about the topic once they are corrected. However, those students willing to be corrected kept on pronouncing the words which they mispronounced after the class (P1)*
> *I would not correct the students in front of the class, but instead, I tried to talk to the student privately and tell them about their pronunciation or grammar errors. They might feel embarrassed in front of the class. Even though the other students have also committed the same errors (P2)*
> *When they mispronounced the word or made some grammar errors, I tried to correct them right away. But if I feel a student is shy, I correct by repeating the word or the correct sentence and address the correction to everybody (P4)*

Besides, students' unanticipated attitudes toward error correction or feedback, such as refusing or dismissing the teacher's correction, result from erroneous considerations on these issues. Based on the study findings of

Papangkorn (2015), treating errors after finishing speaking is the most appropriate time; repetition and explicit feedback were the most popular types of feedback among males, whereas metalinguistic feedback was the most favored type among females. Likewise, teachers were the preferred person to deliver corrective feedback to the learners. Similarly, Amador (2008) discovered that practically all students prefer to be corrected by teachers because they are more knowledgeable than their peers.

Theme 2: Divergent attitudes of students toward pronunciation instruction

Teachers observe differing perceptions and attitudes toward pronunciation instruction. Some students react positively if they are exposed to different variety of pronunciation activities. Others are reluctant when it comes to pronunciation lessons. But other students feel pressured in pronunciation study. As teachers shared:

> *They are excited and willing to learn…(P3)*
> *Some students tend to listen especially when they are interested in talking new words that they will be learning with their correct pronunciation. (P4)*
> *My students welcome the pronunciation study positively and they show a certain level of interest. (P5)*
> However, in a classroom setting especially when it comes to speaking, teachers observed that most of the students are reluctant, even afraid, to speak because they are unconfident with their pronunciation.
> *They would feel pressured that they would tell me that they are not good in pronunciation (P2)*
> *My students are reluctant when it comes to pronunciation lesson (P3)*

A comprehensive understanding on the part of the students regarding pronunciation instruction, its focus, and ways of dealing with the difficulties of the studies could provide interest to students to participate or respond to tasks and positive attitudes towards language learning. However, according to Jarosz (2019), pronunciation instruction involves both teachers as facilitators of the process and learners who become its ultimate addressees. The importance of teachers and students cannot be overstated, but both groups' independence and dependence are limited by a variety of factors, some of which are out of their control. As a result, how they view pronunciation instruction influences how learners view its importance and relevance. It is difficult to anticipate a different approach from students if teachers do not believe that pronunciation instruction is important and worthwhile.

Theme 3: Common pronunciation errors of students in both segmental and suprasegmentals

Pronunciation is an essential element in the fluency of the language. Teachers found out that most of the students have common errors in both aspects-the segmental and suprasegmental. Teachers mentioned:

> *They have common errors in terms of some consonant sounds and the critical vowel sound, including the suprasegmental aspects (P5)*
> *They are not conscious of whether the stress is in the correct position in their utterances as long as they can speak (P1)*
> *Students have common errors on the articulation for example in their tongue, they would mispronounce the short vowel /e/ into long /i/; /a/ into /ae/ they would interchange the pronunciation (P2)*
> *Students have common errors in pronouncing the consonants, for example of the sounds /th/ in three becomes /t/ like in tree (P1).Likewise in pronouncing /sh/ into /s/ (P4)*

These errors are common, especially on those English consonants not available in the Filipino sound system. Similarly, errors in pronouncing the sound of the consonant labiodental [v] have been found in the study of Hasibuan & Yusriati (2019). On the other hand, Demircioglu (2013) exemplifies the difficulty of English language learners from Turkey in pronouncing diphthongs in English. Errors may source from different interference items and keep in learners' minds their incorrect segmental and suprasegmental aspects (Szypyra, 2015).

Theme 4: Teacher's ways of dealing with the level extent of students' fossilization period

Teachers mentioned that the root cause of fossilization is not by giving attention immediately to the errors of the students. It is connected to students 'environment and with their exposure because these errors would not continue until college if this has been corrected earlier. However, teachers positively anticipate that fossilization still has a chance to be eliminated or corrected. As teachers describe:

> *Some students who already have reached the near fossilization period but most of them are still in the earlier stage, they can still be corrected and can still adopt the corrections made (P5)*
> *I think they just need to be exposed in the speaking of the language (P2)*
> *I think they could adopt as long as there is a practice as long as I will see that they encounter that word more deliberately to be adept in pronouncing those words (P4)*

It is believed that to correct linguistic habits is through intensive practice and to overcome interference errors.

Theme 5: Challenges in teaching the English language

Looking beyond the challenges faced by teachers in teaching the English language to embrace the communicative paradigm that emphasizes fluency, meaning, and authenticity. Therefore, ESL teachers should be well-equipped with knowledge and skills in teaching the language to develop the communicative competence of the students.

> *All of the aspects of English language learning are crucial for my students, especially those whose foundation in pronunciation is not good (P5)*
> *I observed almost all of these aspects of language, especially in pronunciation, the use of stress; they find it difficult to pronounce the word in identifying the correct position of stress in the word. (P1)*

Teachers shared challenges in teaching English language skills and the teachers' strategies. However, because English is not young learners' first language, teachers found some challenges in teaching speaking to young learners such as young learners did not have much time to learn and speak English. Furthermore, they felt shy to speak English and they tended to be silent when they were learning (Mukminin, 2022).

Sub-theme 1: Motivation strategies cater to the interest of the students in English language learning

Teachers make use of varied strategies and instructional materials to motivate students to learn the English language. Teachers also strategize their teaching through the use of movies, video clips, and varied activities like chants, songs, or rap to elicit the interest of the students in learning the language. As they enumerated;

> *I let them watch a movie or a video clip on proper pronunciation. I let them speak in the English language in communicating inside the classroom (P1)*
> *I let my students watch a video clip of a person speaking the British accent and also the American accent so that they could differentiate two bases in pronouncing the English sounds. At the same, they may be able to acquire the language through imitation from the model (P4)*
> *I have presented to them the vietor triangle and taught them about the correct pronunciation of each vowel so that they may have confidence in speaking the language (P2)*
> *I encouraged them to read English books to enhance their pronunciation and further improve their grammatical knowledge (P3)*
> *Teacher-modelling is also effective in teaching phonology because as I observed my students become interested and excited to learn as they listen to me, I would; introduce them to the minimal pairs to distinguish the almost similar sounds. I also exposed them to tongue twisters…and varied activities like chants, songs, or rap (P5)*

Intrinsic motivation among ELLs should be instilled by the teachers first because if this value is developed with them, they will have autonomy in learning and be motivated to learn the language.

Sub-theme 2: Error correction strategies

Teachers used different strategies to deal with pronunciation and grammar errors of students. However, they correct students' errors in different ways. As they narrate:

I let them use technology-the online Merriam Webster where they can hear the correct pronunciation (P3)
I use audio-visual, to let them hear the correct pronunciation of words and correct expressions (P1)
I correct their errors by explaining to them the rules of grammar so that they know where and why they commit errors (P2)
I do believe that correcting the students at once is still effective so that they won't be able to forget how the word/s is properly produced and structured, anyway the correction is not just intended for the one who committed it but to everyone in the class and let everybody join the drill repeatedly (P5)

Errors are regarded as a natural part of the learning process, with the teacher performing the role of facilitator, providing help when necessary, and creating a supportive environment in which students can obtain a successful enhanced learning outcome (Zublin, 2011). In an ESL classroom, students may become familiar with a variety of correction approaches during their learning process, including self-correction, peer correction, group correction, and teacher correction. Study findings of Papangkorn (2015), explicit corrective feedback is the most preferred by the students, it suggests that the females want to have an opportunity to repair their errors, but they also want to obtain a clue about their errors Therefore, the teacher should select the option(s) that best meet the student's needs. Students' affective filters are frequently high, making them ignorant of corrective feedback and so sheltering under a negative attitude that obstructs the resolution of language acquisition issues.

Sub-theme 3: Diversified pedagogies to eliminate second language learning errors

Teachers make use of different methods, approaches, and strategies to eliminate or minimize the students' errors. Some teachers conduct remedial classes and communicative activities like role-playing, dramatization, English games, and pronunciation drills to improve their fluency in the language.

I also emphasized the words which are mispronounced and tell them how it should be pronounced correctly…also through constant practice (P1)
I think that is to expose the students more to practice speaking the language (P2)
Constant use of the target language with a consciousness of the proper pronunciation of the words and meaning-focused will surely eliminate the problem (P5)
Every Friday, we have our spelling activity and let them read the words and practice (P3)
I used a direct method that is to use English only in the classroom. I also use role-playing, dramatization, games using the English language. (P1)
Through verbal reading, call the students to recite (P3)
I used the tongue twister drill. They would recite it in front of the class individually. Also the use of reading passages, then videos. (P2)
I have tried the use of drills, use of video clips to let them imitate the video (P4)

The use of phonetic transcription, auditory reinforcement or audio-lingual approach, multimedia reinforcement, and communicative approach (P5)

Teachers deal with students' errors through the use of appropriate instructional materials and strategies. Errors that may cause problems in understanding of listener" and "frequent spoken errors" should be treated (Papangkorn, 2015). In pronunciation classes, there is a need for materials that integrated attention to pronunciation with other teaching objectives and provide short activities to focus on pronunciation specifically on suprasegmentals, that is, intonation and voice quality which deal with students' English pronunciation (Yates, 2001).

Conclusion

Further, this study, concluded that despite English being one of the official languages of instruction, still, students find it difficult to speak fluently the language, especially in their respective class activities. However, teachers made an effort to address these difficulties through the use of diversified pedagogies to cater to the student's learning difficulties in language acquisition and in addressing student's errors (i.e. pronunciation, grammar). Though, students have different takes or attitudes toward error corrections. Therefore, teachers should have to integrate error correction strategies that would create a positive impact on students; likewise, for early repair of grammar errors in students' utterances. Moreover, students preferred the teachers instead of peers to correction on their pronunciation knowing that teachers have more knowledge about the aspects of language compared to their peers. Further, based on the research findings, students have pronunciation difficulties that tend them not to participate in some of the classroom activities especially if it requires to use of straight English.

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POSTER *TIGA RONDE*: AN APPRAISAL ANALYSIS OF NEGATIVE COMMENTS ON TWITTER

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Abstract
This paper discusses the negative comments on the tweets attacking the "*tiga ronde*" poster during the student protest on April 11, 2022, that went viral on Twitter. This is a qualitative study, using the appraisal theory as an analytical method. The data collection is carried out by taking random tweets within the discourse of poster "*tiga ronde*", which are then sorted into ten tweets as the appraising items. The appraising items were translated from Indonesian to English. We then looked for the word with the closest pragmatic meaning to the translated word in the semantic resources of the appraisal framework. Lastly, we categorized whether the appraising word is classified into effect, judgment, or appreciation. The study aims to understand the attitude of those negative comments. It is presumed that the intended meaning of the comments, whether it is an effect, judgment on the poster creator, or appreciation of the poster can give a better understanding of why they are used to attack the poster. The study reveals that a lot of anonymous accounts give judgment towards the creator's behavior rather than appreciating the poster or expressing their feelings about the phenomenon.

Keywords: appraisal, attitude, negative comments, poster *tiga ronde*, Twitter

Introduction
Social media holds a major role in people's day-to-day lives. This is because social media platforms provide many features to their users, such as the ability to post pictures, write statuses, and read the news. Palfrey and Gasser (2008, as cited in Bolton et al., 2013) argued that millennials use social media mainly to interact with others, while they also use it for seeking information and entertainment (Bolton et al., 2013). During the Covid-19 pandemic, social media had an even more important role in society, where it functioned as a medium for public health communication (Wong et al., 2021). In addition, for the younger generation, one of the most convenient features of social media is the freedom for its users to identify and express themselves (Sponcil & Gitimu, 2012). This is supported by Schlosser

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(2020) who found that social media users tend to disclose or present themselves in any way that they want.

According to Rosenbach and Schmund (2011), there are three categories in the use of identity in media such as the internet, including the use of real names (orthonym), aliases or pseudonyms (pseudonym), and without a name (anonym). This is especially prevalent on Twitter, where most of its users are pseudonyms. It means that they do not use their real names or pictures on their profiles, and instead, use a fake identity. Several factors make Twitter users choose to be anonymous, such as the desire to socialize without their identity being known, the desire to view controversial content and sensitive accounts without being identified, and the desire to send messages without exposing their identity (Peddinti et al., 2014). On one hand, this brings positive impacts on social media users, for example, they can share sensitive things about themselves and be vulnerable (Ma et al., 2016), share more knowledge with other users (Lee et al., 2014), as well as seek and give support in sensitive issues (Andalibi et al., 2018). On the other hand, anonymity also has a negative outcome. Mondal et al. (2017) found that anonymity is closely related to hate speech on social media. Barlett et al. (2018) also argued that anonymity leads to cyberbullying.

In a recent study, it is revealed that many Indonesian Twitter users currently choose to interact through auto base accounts which allow them to tweet anonymously (Panjaitan et al., 2020). Autobase accounts use a delivery system that uses a certain code called menfess (mention confess). When someone DM (direct message) the account, the message will be tweeted as a post automatically without including the sender's username. The existence of a system like this gives Twitter users more freedom to post anything that might be sensitive because no one can identify who they are. The examples of the most well-known auto base accounts on Indonesian Twitter are Tubirfess and Area Julid. Twitter users use such accounts to share information, ask for opinions, and initiate discussions (Dwiwina & Putri, 2021). However, many of the posts invite criticism from other users, hence they use the reply section to mock, bully, and swear at the things being discussed in the tweet. Those accounts can easily spread rumors because the identities of the senders and admins remain unknown.

Recently, one of the most controversial discussions brought up by those accounts is the posters that university students used at the protest on April 11, 2022, organized by the Indonesian Student Executive Alliance (BEM) to reject the issue of postponing the 2024 election. In designing their posters, many university students used eye-catching words, including ones related to sexual activities. One example is the "Poster *Tiga Ronde*," where it's written "*Lebih baik bercinta 3 ronde daripada harus 3 periode*" or "It's better to fuck three rounds than three periods (of the presidential term)". The poster first came to the public eye after the creator uploaded it on her Instagram account. After that, it became viral when auto base accounts, such as Tubirfess and Area Julid, posted it on Twitter. The posts received diverse reactions from Twitter users. Some people supported the usage of controversial words to get the government's attention. However, a lot of people also reacted negatively to the poster, calling it sexist, stupid, cringe, or saying that the creator is an attention seeker.



Figure 1. Poster "*Tiga Ronde*"

Therefore, this paper will analyze the negative comments that attacked the poster *tiga ronde* on Twitter using the appraisal framework developed by Martin and White (2005). Previously, research focusing on negative comments on social media is still very limited. Most of the existing literature deals with sentiment analysis to detect and classify the emotions that exist in Twitter texts (Saputri et al., 2018; Sailunaz & Alhajj, 2019; Raheja & Asthana, 2021). Meanwhile, other research focused on the detection of hate speech and offensive language on Twitter (Bouazizi et al., 2018; Ibrohim et al., 2019). Similarly, Awan (2014) used data from Twitter to understand how people expressed their islamophobia on the platform. Furthermore, the usage of the appraisal framework in previous studies is also minimal. Ertyas P (2011) used the framework to analyze the evaluative words in gossip news. On the other hand, Ross and Caldwell (2020) used the appraisal framework to analyze the negativity in Donald Trump's tweets. Those studies were conducted using data in the English language, so a study that employs Indonesian texts as its data has never been done.

In this paper, we try to answer the research questions: (1) how is the feeling of negativity realized in the tweets that attack poster *tiga ronde*? and (2) What is the object of evaluation within those negative comments? In answering those questions, we aim to find out how people express their negative emotions on social media, especially Twitter, linguistically. The appraisal framework is chosen because it allows us to understand the attitude of texts and what kind of feeling the writer has towards the object that they evaluate. By using negative tweets as data, our research will contribute to the understanding of negative or offensive comments in social media, as well as to the usage of the appraisal framework in Indonesian data.

Theoretical framework

The appraisal framework developed within Systemic Functional Linguistics (SFL). SFL in itself deals with language in its ideational, interpersonal, and textual meaning. The appraisal framework focuses on the interpersonal meaning, and therefore, provides a set of linguistic resources that we can use to put into words the feelings we experience (Oteiza, 2017). Furthermore, it is also related to the language that we use to evaluate something (Martin & Rose, 2003). According to Martin and White (2005), appraisal consists of three main systems: Attitude, Engagement, and Graduation. Attitude is related to how we express our feelings, engagement is related to the source of attitude, and graduation is related to the

amplification of attitude and engagement. In analyzing our data, we only used attitude as an analytical method.

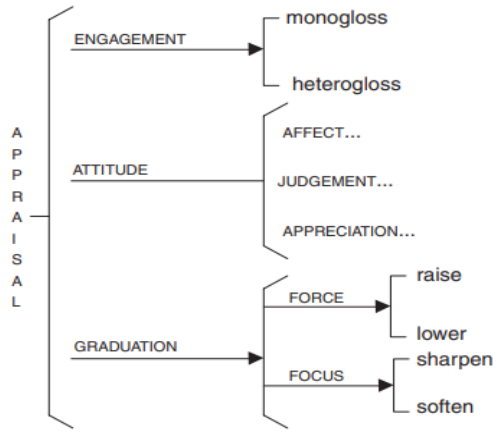

Figure 2. The appraisal framework (Martin and White, 2005)

Attitude provides the semantic resources of feelings as they are written in English texts (Martin & White, 2005). There are three kinds of attitudes in the appraisal theory that have both positive and negative feelings: effect, judgment, and appreciation. First, affect is an emotional response that includes positive and negative feelings. It can be narrowed down into four types, (1) Dis/inclination (emotions that come when the trigger is irrealis), (2) Un/happiness (emotions related to the heart's condition, e.g., happy/sad, like/dislike), (3) In/security (emotions related to our surrounding, e.g., confident/anxious), and (4) Dis/satisfaction (emotions related to achievement and frustration derived from our activities, e.g., fed up/absorbed).

Second, judgment is an attitude or stance toward someone's behavior. There are two kinds of judgment– judgment of esteem and sanction. Judgment of esteem deals with personal values. It is divided into three categories (1) normality (how special/unusual someone is), (2) capacity (how capable someone is), and (3) tenacity (how resolute/dependable someone is). Meanwhile, a judgment of sanction deals with shared moral values in a society, it is divided into two categories (1) veracity (how truthful someone is) and (2) propriety (how ethical someone is).

Lastly, appreciation is an attitude or stance toward a thing, in which we regard its value. Appreciation is divided into three categories, which are (1) Reaction (the impact and quality of the thing), (2) Composition (the balance and complexity of the thing), and (3) Valuation (whether the thing is worthwhile). Furthermore, affect, judgment, and appreciation can be expressed both directly and indirectly in a text. The direct expression of feelings is often manifested through words that name specific emotion, such as *like* and *painful*. On the contrary, indirect expressions are often realized by describing behaviors that represent certain emotions or by using metaphors, such as *trembling* and *vultures.*

Method

This study used qualitative research methods. According to Benson (2012), qualitative research in linguistics operates within the reduction of data to words, including by categorization. The qualitative method was chosen because the

research aims to find out how people's negative feelings are manifested in words, hence we understand the category of the feelings and the object of those negative feelings. We collected the data by retrieving some posts attacking the poster *tiga ronde* on Twitter. For the initial data, we collected as many as twenty tweets from the reply section of several auto bases accounts, such as Tubirfess and Txt *dari Mahasiswa*, that posted the poster on April 11, 2022. Our criteria for negative tweets include (1) the usage of harsh words, (2) the usage of offensive words, and (3) the existence of negative meaning in the tweet. After that, we took screenshots of the tweets for data analysis. From the twenty tweets, we only took ten data that have appraising items. The tweets with no appraising items were eliminated.

The data that have been collected earlier are then analyzed using the system of attitude in the appraisal framework. In analyzing the data, we first highlighted the words that are considered appraising items as provided in the theory. Since the appraising items were in Indonesian, we translated them into English and looked for the equivalent of the word in the semantic resources of attitudes in the appraisal framework. After that, we determine whether they fall into effect, judgment, or appreciation. The analyses will be presented in the form of a table in the next section, where the appraising items are coded. Further, we also provide descriptions in each of the tweets to support our analyses. In the last stage, we conclude the result of the analysis regarding which attitude is used the most in the selected tweets and what kind of semantic resources people used to express their negative feelings.

Findings and Discussion

The result of our study shows that there are more judgments than appreciation and affect in the selected tweets. Most of the judgments are directed at the action of the poster creator. In the subsections that follow, we apply the system of attitude to analyze the tweets that we selected as data. We will present each tweet in its original form with the appraising items in bold and use a table to categorize the appraising items in each data.

Tweet 1

Table 1. Original tweet 1

Original Tweet
Ini cuma ikut2an turun tp **gaada akhlak** sama **ga bermoral**. Ga patut dicontoh **tulisan jelek** kyk gitu. Demo yg sesuai aja gitu. **Aneh2** tp **ga mikir**, sama aja **omong kosong** itu tulisan cuma buat ikut hype doang. **Hadehhh**

Table 2. Analysis of Tweet 1

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"gada akhlak"	immoral		-prop		poster creator
"ga bermoral"	immoral		-prop		poster creator

“tulisan jelek”	bad writing			-reac	poster
“aneh2”	odd		-norm		poster creator
“ga mikir”	stupid		-cap		poster creator
“omong kosong”	worthless			-val	poster
“hadehhh”	sick of	-sat			poster creator’s act

In the tweet, there are three judgments, two appreciations, and one effect. There is the phrase “gada akhlak” and “ga bermoral", both have the same meaning as immoral that belongs to the judgment of propriety. The second phrase, "ga mikir", has the same pragmatic meaning as stupid which is one of the negative words in the judgment of capacity. The third judgment is the judgment of normality, indicated by the phrase “aneh2”, which is equal to odd. Meanwhile, the phrase that shows a negative form of appreciation is "tulisan jelek" or bad writing, which belongs to the appreciation of quality because the expression refers to the poster made by the protester. The second negative appreciation phrase is found in "omong kosong" which has the same pragmatic meaning as worthless. This phrase is included in the valuation appreciation because the sender commented on the writing of the *tiga ronde* poster. At the end of the tweet, there is an interjection “hadehhh” which shows that the sender is sick of her attitude, hence the interjection belongs to the category of dis/satisfaction.

Tweet 2

Table 3. Original tweet 2

Original Tweet
Tanpa mengerdilkan perjuangan kawan-kawan di medan juang, YANG INI **CRINGE**

Table 4. Analysis of Tweet 4

Appraising items	Equivalent	Affect	Judgement	Apprec’tion	Appraised
Cringe	disgusting		-norm		poster creator

The word “cringe” in the tweet above indicates that the sender of the tweet thinks that the action of the poster creator is disgusting because it is not following the purpose of the protest. This word is included in the judgment of social esteem, namely the judgment of normality.

Tweet 3

Table 5. Original tweet 3

Original Tweet
pake hijab lho padahal mbak2nya tapi **gak mencerminkan mahasiswi budiman**. oh ya ini mah **mahasewa** sih keknya

Table 6. Analysis of Tweet 3

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"gak mencerminkan mahasiswi budiman"	immoral		–prop		poster creator
"mahasewa"	immoral		-prop		poster creator

In this tweet, there is the phrase "ga mencerminkan mahasiswi budiman". In addition, there is a play on the word "mahasiswa", meaning a student, which was changed to "mahasewa", meaning a prostitute. Both expressions have a pragmatic meaning similar to immoral. Therefore, both of them are included in the judgment of social sanction, namely the judgment of propriety.

Tweet 4

Table 7. Original tweet 4

Original Tweet
sekarang demo udah **melenceng** dari tujuan awal yang **seharusnya** bisa dijadikan wadah aspirasi langsung, tapi **malah jadi ajang pamer** di sosial media, emang keren gitu? gw yakin beberapa orang yang ikut demo **gak tau inti pesan** yang mau diaspirasikan

Table 8. Analysis of Tweet 4

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"melenceng"	contradictory			-comp	protest act
"seharusnya"	It's supposed to		-prop		protesters
"malah jadi ajang pamer"	contradictory			-comp	protest act
"gak tau inti pesan"	stupid		-cap		protesters

In this tweet, there is the phrase "seharusnya" which can be interpreted as a form of advice. This word has the same meaning as the expression "it's supposed to..." which is included in the modulation of an obligation under the judgment of propriety. Another judgment is shown by the expression "ga tau inti pesan" which has the same pragmatic meaning as stupid. The word stupid belongs to the category of the judgment of social esteem, namely judgment of capacity. There is also the phrase "melenceng" and "malah jadi ajang pamer" which can be interpreted as contradictory expressions to the real purpose of the protest. That's why it belongs to an appreciation of composition.

Tweet 5

Table 9. Original tweet 5

Original Tweet
Di kira lu keren kek gitu, **kagak astaghfirullah** klo sekiranya turun demo cuma buat kepentingan instastory **mending tidur** dek, **malu** sama pendahulu kita.

Table 10. Analysis of Tweet 5

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"kagak keren"	peculiar		-norm		poster creator
"astaghfirullah"	uneasy	-sec			poster creator
"mending tidur"	you're supposed to		-prop		poster creator
"malu"	you're supposed to		-prop		poster creator

In this tweet, there are two types of judgment and one effect. The first one is a judgment of normality. It is marked with the phrase "ga keren", which has the same pragmatic meaning as peculiar. Peculiar is a negative word in the judgment of normality. The second judgment is a judgment of social sanction in the form of a suggestion. In this tweet, the judgment is marked with the expressions "mending" and "malu sama pendahulu kita", both of which contain the meaning "you're supposed to..." and are part of the modulation of an obligation under the judgment of propriety. The effect in this tweet is shown by the exclamation "astaghfirullah" which is equal to the feeling of uneasiness that is categorized as in/security.

Tweet 6

Table 11. Original tweet 6

Original Tweet
Norak, **gak usah bawa bawa anak sastra** atau anak apa atau siapapun lah, **norak** ya **norak**. **Mending pulang**, selesaikan skripsimu

Table 12. Analysis of Tweet 6

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"norak"	peculiar		-norm		poster creator
"gak usah bawa bawa anak sastra"	you're supposed to		-prop		poster creator
"mending pulang"	you're supposed to		-prop		poster creator

In this tweet, the word "norak" has the same pragmatic meaning as peculiar which is a negative word in the judgment of social esteem, namely judgment of normality. In addition, there are the expressions "gak usah bawa bawa anak sastra" and "mending" which is a forms of suggestion and are equal to "you're supposed to...". This expression belongs to the modulation of an obligation under the judgment of propriety.

Tweet 7

Table 13. Original tweet 7

Original Tweet
bismillah, **tolol** bgt bikin analoginya, **malu2in** nama "mahasiswa" yg ada astaghfirullah, sekian

Table 14. Analysis of Tweet 7

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"tolol"	stupid		-cap		poster creator
"malu2in"	immoral		-prop		poster creator

In the tweet above, there is the word "tolol" which has the same meaning as stupid. The word stupid belongs to the judgment of social esteem, namely judgment of capacity. Another judgment is shown by the word "malu-maluin" or embarrassing which has a similar pragmatic meaning to immoral which belongs to the category of the judgment of propriety. This is because the sender feels that the

poster creator has embarrassed the entire academic community, hence the act is immoral.

Tweet 8

Table 15. Original tweet 8

Original Tweet
biasa yg begini **caper**, coba tnyain tuntutannya jga paling **ang ong ang ong** doang, pengalaman pas demo ruu kmren kbnykan yg **aneh2** cuma sekedar ikut2 an doank

Table 16. Analysis of Tweet 8

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"caper"	hasty		-ten		poster creator
"ang ong ang ong"	stupid		-cap		poster creator
"aneh2"	odd		-norm		protesters

In the tweet, there are three judgments of social esteem. The first is shown by the expression "caper" which indicates that the poster creator is not dependable because she failed to understand the purpose of the protest. The word is equal to the word hasty, which belongs to the judgment of tenacity. The second judgment is shown by the interjection "ang ong ang ong" which has the same pragmatic meaning as stupid. Thus, it belongs to the judgment of capacity. There is also the expression "aneh2" or odd which is a negative word in the judgment of normality.

Tweet 9

Table 17. Original tweet 9

Original Tweet
memalukan, ikut aksi cuma sekedar ikut-ikutan terus seruannya **membahas hal yang ga sopan** sama sekali. cukup kamu & tongkrongan kamu saja yang menggunakan bahasa seperti itu, jangan gunakan bahasa itu sebagai aksi.

Table 18. Analysis of Tweet 9

Appraising items	Equivalent	Affect	Judgement	Apprec'tion	Appraised
"memalukan"	immoral		-prop		poster creator
"membahas hal yang ga sopan"	nasty			-reac	poster

The word “memalukan" or shameful has a pragmatic meaning similar to immoral. The word belongs to the judgment of propriety that is categorized under the judgment of social sanctions. In addition, the phrase “membahas hal yang ga sopan” has a pragmatic meaning similar to nasty which belongs to the negative reaction of appreciation.

Tweet 10

Table 19. Original tweet 10

Original Tweet
Kan bisa gini “Lebih baik adu jotos 3 Ronde daripada harus 3 Periode” Kenapa harus Berc*nta **anjengg??** Di luaran sana banyak cewek yg gk mau dilecehin secara Verbal ataupun fisik. Misal gegara ini nnti bsa jdi pembelaan cwok brngshake klo cewek² sebenernya gk pp klo dilecehin 😡

Table 20. Analysis of Tweet 10

Appraising items	Equivalent	Affect	Judgement	Apprec’tion	Appraised
“Kan bisa gini”	It’s supposed to		-prop		poster creator
“anjengg??”	Sick of	-sat			poster

“Kan bisa gini” is considered a suggestion. The user criticized the poster creator for choosing the word “bercinta 3 ronde” in the poster. This phrase has the same meaning as “it’s supposed to,” which belongs to the modulation of an obligation under the judgment of propriety. The writer gave examples of alternative writings that would be more appropriate than the ones written on the poster. In this comment, there is also an exclamation, *anjeng*, which indicates that the sender of the tweet is sick of the writing on the poster. Hence, it can be categorized as a dis/satisfaction in effect.

Based on the analysis of the ten selected tweets, we found thirty appraising items. Overall, there are 3 effects, 22 judgments, and 5 appreciations. The result of the analysis shows that most of the appraising items belong to the category of judgment. Furthermore, the judgments that appear the most are the judgment of propriety, followed by the judgment of normality and the judgment of capacity respectively. The complete and detailed result of the analysis is presented in the table below.

Table 21. Types of attitudes in the negative Tweets

Types of Attitudes		Appraising Items	Amount	%
Affect	Dis/satisfaction	hadeh, anjeng	2	6,7%
	In/security	astaghfirullah	1	3,3%
Judgment	Capacity	tolol, ga mikir, ang ong ang	4	13,3%

		ong, gak tau inti pesan		
	Tenacity	caper	1	3,3%
	Normality	aneh2, norak, cringe, kagak keren	5	16,7%
	Propriety	gada akhlak, ga bermoral, mahasewa, mending tidur, kan bisa gini, memalukan, …	12	40%
Appreciation	Reaction	membahas hal yang ga sopan, tulisan jelek	2	6,7%
	Valuation	omong kosong	1	3,3%
	Composition	melenceng, malah jadi ajang pamer	2	6,7%
	Total		30	100%

In expressing their negative feelings, Twitter users use a variety of appraising items, such as *tolol, norak, ga mikir, mahasewa, omong kosong*, and *anjeng*. It shows that the semantic resources for expressing negativity range from adjectives, nouns, verbs, and interjections. In addition, several tweets also use modulation of obligation, marked by the usage of words such as *seharusnya, mending*, and *kan bisa gini*. Furthermore, from the appraising items used, we can see that some feelings are expressed directly using the exact name of the emotion such as *memalukan*, while others are expressed indirectly using metaphors or wordplay such as *ang ong ang ong* and *mahasewa*.

With judgment as the most frequently used attitude, our analyses also show that most of the appraised object of the negative comments is the poster creator. A lot of the appraising items were made to criticize her morality and ethics. Considering the identity of the creator who is a woman wearing a hijab, we think the reason why the public reacted negatively to her act is that it is not following the societal norms and values in Indonesia, where a Muslim woman is not supposed to write things related to sexual activity. Besides that, some appraising items were made to criticize her capability as a student. It shows that the public expects students to be wiser and smarter in choosing the words used in a protest, and to not use the protest only as an arena to gain attention. In addition to the action of the poster creator, some appraising items were also directed to other protesters because many of them also created posters that were considered inappropriate. Lastly, from the ten negative tweets that we analyzed, nine of them were posted by anonymous accounts. This supports the previous studies conducted by Mondal et al. (2017) and Barlett et al. (2018) that anonymity is closely related to hate speech.

Conclusion

Since Twitter does not require its users to use their real identities on the platform, many Twitter users currently choose to interact using anonymous

accounts. Anonymity enables Twitter users to post controversial content, as well as comment harshly and negatively in any post that is not following their values because their identities remain unknown. One of the examples can be observed during the student protest on April 11, 2022, where the posters that students used in the protest went viral on Twitter. From our research which focused on the negative comments that attacked the poster *tiga ronde*, we found that people expressed their negative feelings with a variety of appraisal resources ranging from adjectives, nouns, verbs, modals, and interjections. In addition, most people chose to criticize the morality, unusual act, and capability of the poster creator because they think it is not under her identity as a woman, student, and someone who wears a hijab.

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MISOGYNY & SEXISM TOWARDS WORKING-CLASS WOMAN IN SOPHIE TREADWELL'S *MACHINAL*

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Abstract
This research aims to misogyny behavior towards women such as hatred, prejudice, sexism, and violence which can also be called misogyny. Many people have read, watched, or listen to movies, books, podcasts, etc. about feminism but many of them are sometimes still not aware or did not notice how women can be a victim of misogyny regardless of how small the actions are. These actions or behavior still lingers even in this modern day, the researcher will compile, analyze, and clarify those actions and why it is considered misogyny. This paper wishes to give the purpose of making people understand and aware of those actions or behaviors and also aims at those who do not understand the attitude, behavior, and actions of misogyny, either for those who do it intentionally or unintentionally.

Keywords: feminism, misogyny, sexism, woman

Introduction
Feminism in literature is well known and enjoyed by many people, some ended up controversial in several countries and regions. There have been many literary works that discuss and raise the topic of feminism starting with films, novels, dramas, etc. Inside feminism, there is a term called *Misogyny*. Misogyny itself is an attitude where hatred arises from within a person towards women, for a long time, misogyny has been defined as the hatred towards women by both men and women. Misogyny is frequently linked in the literature to the practices and discourses of male online subcultures, also known as the "manosphere" (Marwick & Caplan, 2018). Over the years, misogyny has developed into an ideology that has covered society like mist and obscured their view of the aurora. The roars of male-dominated society silenced the great philosophers, socialists, and thinkers of the golden age, which limited their perspectives and turned them into supporters of a patriarchal society (Srivastava, Chaudhury, Bhat, & Sahu, 2017)

Back during the Ancient Greek era, Aristotle did not view women as equals, but rather as imperfect, damaged males. According to Jagoo (2022), misogyny is a term that is often used to describe extreme acts of violence against women (Jagoo,

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2022). This hatred then triggers several actions such as violence against women, sexual harassment, sexual objectification, and humiliation of a woman's self-esteem. This behavior can happen to any woman regardless of social class.

The term Misogyny is a very despicable behavior in which someone lowers one's self-esteem. As an example, in terms of working, such as the following quote; At one end of the spectrum, the term is used to describe the inequality of society, which is evidenced by things like the gender pay gap (Aron, 2019). It does not only affect wages or women's income but also makes it difficult for women to find decent jobs. Many people do misogyny accidentally or unconsciously, it can be caused due to social and regional factors. Misogyny can happen in an area where there is a tradition or a habit of recognizing women as someone inferior, therefore, women can be done arbitrarily by men who are considered to be superior. In this paper, in particular, we will take a reference from Sophie Treadwell's *Machinal*, where the main character is a working-class woman who has neither a small amount nor a large amount of income. *Machinal* is a play by Sophie Treadwell in 1928, it chronicles the journey of a young woman, oppressed by her society into pursuing a loveless but secure marriage and other traditional feminine roles (UKEssays, 2023). The play is based on a true story that tells the story of a woman who murders her husband, which was inspired by Ruth Synder, who appears to be the first female to be executed using the electric chair.

In Sophie Treadwells's *Machinal*, the main character is a young woman living in a working society; she is a working-class woman, who is still living with her mother. According to Draut (2018), the term "working class" is defined as the labor force who do not have bachelor's degrees (Draut, 2018). The main character lives in an era where women ought to be feminine despite, her being a working woman, even her mother ought to be feminine and able to do house chores perfectly, and sometimes her mother still think of her as a little girl. She worried that her skin will wrinkle and she will be ugly, this shows a social factor that forces women to be beautiful even when they are old. This research will analyze some behaviors of misogyny whether they are verbal or nonverbal.

Method

Machinal was written with a means to express the life of a working-class woman, it depicts a lot of women stereotypes put on by society. The drama will be analyzed with feminism in a way that conveys that women can be easily judged by their appearance and class. in this drama. Feminism, on the other hand, according to Britannica Encyclopedia means "At its core, feminism is the belief in full social, economic, and political equality for women" (Burkett & Brunell, 2023). The main character is a working-class woman overcoming many stages in her daily life. the misogyny in the drama is mostly in a form of verbal accusations by her society. In the worst case, the main character is accused of not being mature and responsible not only by her co-workers but also by her mother. The main character shows her retain ability by doing everything unlike what society thought that she would do. Instead of following what society wants her to do, she shows the responsibility of taking her own decisions in a way of fighting society's prejudice against her.

The data in this paper will be analyzed with a feminist approach, to be specific, misogyny and sexism. To keep it clean and clear, the data given will be organized according to the episodes in the drama so the data given will be detailed therefore the understanding of the plot and story of the drama can be easily followed by the reader. Some forms of sexism will be differentiated, such as Benevolent sexism which is "a subtler form of sexism and is expressed in a seemingly positive way. It is expressed by emphasizing men's role to protect and provide for women by putting them on a pedestal in a chivalrous way". (Mastari, Spruyt, & Siongers, 2019). Hostile sexism, "Hostile sexism refers to the traditional conceptualization of sexism as a reflection of hostility against women" (Barni et al., 2022). Last but not least, ambivalent sexism, which is a complementary ideology that presents a resolution to the gender relationship paradox, or in short, a combination of both sexist acts (Sibley & Barlow, 2018). The example of sexism above showed a means to differentiate the sexism that occurs in the analysis. The data will be conveyed by paragraphs of verbal and non-verbal acts of misogyny in the drama per episode whilst also analyzing the acts, there are 9 episodes in total but only 4 episodes contains the act of misogyny. Analyzing how the main character reacts to those acts will also help to enhance the understanding of the impact of misogyny on working-class women such as the main character.

Findings and Discussion

Episode 1

The result of data on misogyny found in the drama is mostly verbal but there are still some non-verbal acts involved as well. The first behavior of misogyny can be seen in **Episode 1: To Business** in a form of sexism toward the main character, the definition of sexism itself is "prejudice or discrimination based on sex" and "behavior, conditions, or attitudes that foster stereotypes of social roles based on sex." (Madsen, 2021). the first act of misogyny in the first episode shows how it affects the main character's career and working space. The first episode was delivered to the audience with a scene inside a busy office, and the main character's name was not yet mentioned. The main character was late, her co-workers are talking behind her back about her. Her boss, Mr. Jones, then arrives at the office, straight away he told one of his employees to tell the main character that he wants to see her, he gave a sign that he is into the main character and wanted to marry her. Not long, the main character arrived at the office, she said she was late because of the traffic but none of her co-workers believe her. The woman then knew that the boss wants to see her but instead, she stayed downstairs at her counter to do her job, but then the boss came downstairs and start inappropriately flirting with her and touched her on the shoulder without asking her permission.

From this first episode, it can be seen that the drama was written to show sexism and also prejudice against the main character of the drama. Men are not the only ones who can do misogyny to women, some women tend to do it because of their environment, "A feeling of superiority toward other women, contempt for common feminine behaviors, and male-dominant ingrained beliefs can all contribute to female-toward-female misogyny" (Gillette, 2022). for instance, are the main character's co-workers, her co-workers' prejudice against her shows an act of misogyny not only done by men but also women by not supporting or

believing the reason why she was late and also the other women are jealous of her because the boss is interested in her. misogyny, therefore, can be also done by the woman towards the woman.

Her boss, who wanted to marry the main character, however, did not hate the main character instead he wanted to marry her. This fondness of the boss for the main character caused feelings of envy and prejudice to grow in the other employees because although she is not a well-rounded employee and often comes late to work, her boss still likes her, this behavior whereby creates misogyny in the others employees towards the main character, an article from the guardian stated "When we talk about the social pressure girls feel, what we actually mean is misogyny, and we should be brave enough to call it what it is" (O'Hagan, 2014). The main character was faced with not only pressure from her co-workers but also her boss. This creates an unhealthy environment whereby the main character has no space to develop in her career. The hate of her co-worker towards her and also her boss's objectification towards the main character creates a boundary for the main character to develop in her career:

> Unfortunately, pay is not the only area where women aren't given equal respect. Women are also often passed up for leadership roles, offered lower-ranking positions, and excluded from important work-related conversations that take place outside of normal working hours. (Belcak, 2021)

The statement and example above show how sexism or misogyny can affect the workplace, not only by creating an unsafe environment for the victim but also creates a boundary for the victim to grow.

The impact on the main character is a sense of discomfort and no sense of security because no one can support and protect her at work. The boss' behavior when he touched the main character's shoulder creates a sense of fear for the main character. She then started overthinking because her boss wanted to marry her, she worries about denying the proposal, and she was worried that her boss will fire her. This behavior goes back to the first statement by Aron whereby misogyny can affect women's careers not only by their wage gap but also their whole career. In this matter, the main character is solely seen by the boss in the aspect of beauty and motherly nature instead of seeing the main character's performance for the company. An article stated "Women have been suppressed, have to fight to get their rights, treated as a lower part of the society, moreover they are considered as non-productive and non-intellectual being. Hence their roles were restricted to household chores and birthing alone" (Suman, 2022). This statement shows and relates to how the main character was treated by the boss, instead of seeing the productivity and intellectuality of the main character for the company, the boss objectifies the main character as a material for him to grasp, marry, or sexual object "the viewing of another person as an instrument to be used for sexual goals is known as objectification" (Kellie, Blake, & Brooks, 2019)

Episode 2

Episode 2 is an example that misogyny can even be done by someone close to us. This part also shows the type of sexism that may occur in a parent-child

relationship, namely called benevolent sexism. Benevolent sexism is “a subtler form of sexism and is expressed in a seemingly positive way. It is expressed by emphasizing men's role to protect and provide for women by putting them on a pedestal in a chivalrous way”. (Mastari, Spruyt, & Siongers, 2019). This part of the episode will show how sexism can also be done by parents, which is in form of benevolent sexism.

In this episode, the main character talked to her mother about the boss’ proposal in their house. The mother did not take the main character’s words seriously and what’s worse was that she mocked the main character for being immature of being a woman. Her mother did not try to support her or give her any advice the mother said that she should marry the boss and then she will be wealthy and have enough money to give to her mother. “Telling girls to be "ladylike" or to "act like a lady." Telling girls to remain "ladylike" pretty much controls their actions and shames them into conforming to some antiquated archetype” (Leygerman, 2017). From this part of the episode, it can be seen that the mother puts on a stereotype of a woman should marry a man to be able to be wealthy and stable. By putting on pressure on the feminine qualities of the main character, the mother expects her to marry her boss.

Her mother who she expected to give advice and support did not please her, she got more stress from deciding because, on the other hand, she still has to financially support her mother’s life. Her mother, however, did not appreciate the main character’s effort instead, her mother discriminates against her daughter. This creates pressure on the main character whereby she feels like there is no safe place and support, even from her closest ones.

> It is especially hard to emancipate yourself from an oppressive situation when your oppressors are your parents and have control over you and also have society’s backing and support. The abuse suffered at the hands of one’s parents is often overlooked and viewed as love rather than what it is, CONTROL (Atinuke, 2021)

Although it may seem like a logical way to find the solution, still, it is inappropriate for a mother to obtrude her daughter to marry someone for the money and let the daughter feel miserable for the rest of her life. As a mother, instead of guiding and becoming a safe place for her child, she tries to control her daughter's life. The reason for the mother doing this is pretty clear her daughter is ought to marry someone for wealth or gold. The cost of a daughter’s marriage and the prospect of dowry, which includes large amounts of gold, are the largest factors parents consider before deciding to have a sex-selective abortion (Arora,2019) The mother in this drama is one of the examples. Every mother should know and understand how a daughter feels about their parent’s decision, parents can’t just jump to conclusions and hope their children do what they want because what is best for them may not be the best for their daughter.

Parents should be a safe place for children to share what they are feeling and what they are going through. Instead of giving a straight conclusion and actions, parents may advise on their past experiences or choices of solutions for the children, therefore, the children will be able to choose which one suits them. In the drama, the mother’s prejudice and discrimination made the main character feel

unsafe and lost, she has nowhere to go, and no one to tell of what she is going through. This made her lose and take wrong decisions on her own. Although the background of the main character's mother was not mentioned in the drama, the prevalent cause of the mother acting this way is because of their economical struggle and her traditional stigma of marriage.

Episode 3

In episode 3, it shows that the main character was married to her boss, and from this episode the boss is called "the husband" and the scene is in a hotel room when they are on a honeymoon. In this episode, the prejudice against the main character can also be seen when the husband is trying to persuade her to go into the bathroom with him to take a shower together, also when the husband tries to touch the main character without consent and persuade her to open her clothes in front of him when she is changing. The main character however felt uncomfortable and unsafe because she married a man she doesn't love and knows very well. The main character was under the pressure of being a wife to a man she doesn't love. The husband has the thought or prejudice that a wife should be able to satisfy her husband's desires, especially sexual satisfaction no matter the consequences. According to Deswal (2022), denying women the right to say 'no' reeks of paternalism wherein the voice and choice of certain categories of persons are insignificant (Deswal, 2022). Her husband loves the main character but what is wrong with the way he delivers it, the husband is almost like forcing his wife to love him back "Women tend to be abused by those who say 'I love you', so it's very crazy-making" (O'Hagan, 2014).

Towards the end of episode 3, the main character finished changing her clothes and went out of the bathroom just before her husband barged in. The main character was described to show fear in her eyes, showing that she is scared of what her husband might do. When her husband started to get close to her, she then screams for her mother. According to Laura Thompson's research: Through the male sex drive discourse, men are understood to be more interested in heterosexuals than women – often voraciously so – and thus an insistent, even aggressive, style of the male sexual agency is considered normal, and desirable. ''Naturally'' more resistant to sex, women are considered to need some persuasion and indeed may even enjoy being overpowered by men (Thompson, 2018).

The quotation above shows that men's desire to express their sexual needs, be it aggressively, is still considered normal. This point showed signs of misogyny because men most likely think that women will obey whatever they say. This episode shows what kind of impact the main character experienced that was caused by misogyny, which is fear. The main character was forced to be a woman who needs to satisfy the man she married, doesn't matter whether she loves the man or not, so therefore it is a prejudice against the main character because her husband thought or judged that she would be able to do so. Popular feminism has given women the impression that sexual consent can be successfully negotiated, while popular misogyny allows the spread of traditional sexual scripts that do not require consent (Kettrey, Davis, & Liberman, 2021). In Sophie Treadwell's *Machinal*, it appears that the main character's husband is following popular

misogyny, which made him think that sexual activities do not require consent, especially because they were already married.

Episode 4

The fourth episode of the drama was delivered inside a hospital room, the main character just gave birth to her baby. The drama, however, made the audience assume that the main character got pregnant when they went on the honeymoon, the characters involved in this episode are a doctor (male), a nurse (female), the husband, and the main character. The episode starts with the nurse asking how is the main character feeling but she answered only with a nod for yes and shaking her head sideways for no. The main character is under deep stress and is depressed trying to deny that she just gave birth to a little girl. The main character was stressed out because she just gave birth to a baby she does not want, also with the fact that she had the baby with a man she does not love. The main's character's state after giving birth is considered *baby blues*. The baby blues, also known as maternity blues or postpartum blues may be defined as a mild, transient, and physiological mental impairment occurring within the two first weeks following delivery (Moyo & Djoda, 2020).

Then, when her husband came, she asked him to leave right away. The nurse then said to the doctor that the main character was behaving badly because she does not want to breastfeed her baby. The doctor then came into the room and tried to persuade her to feed her baby. The doctor tried to talk to her at first but she did not give any response, causing the doctor to be a little upset. The doctor then asked the nurse whether the woman's breastmilk has come out or not and when he found out the breastmilk has not come out, he ordered the nurse to bring the baby and shove it right on the main character's breast. The patient should have a right to accept or reject the treatment recommendation formulated (Cohen, 2019). In this episode, the main character is forced to do what the doctor wants without her consent at all. Ethics is an inherent and inseparable part of clinical medicine [1] as the physician has an ethical obligation (i) to benefit the patient, (ii) to avoid or minimize harm, and (iii) to respect the values and preferences of the patient (Varkey, 2020). The doctor in this play has violated the medical ethics that was mentioned before.

The main character was then left alone when the doctor and the nurse went out to bring the baby. The main character can be seen talking to herself, speaking almost nonsense, showing that she already lost her mind from going through so much so far. From this episode, we can see that the doctor is a hard-headed person, she did not care about what the main character was feeling but instead, hatred grew inside him, he was forcing the main character to feed her baby. The doctor also implied that they should change the main character's diet to solid even though the main character cannot swallow a single thing except water. This scene is showing the violence against the main character, the doctor who is supposed to treat the patient and understand the patient's condition doesn't do what he should, instead, he forces the main character to do what he wants or in this case, what the society would want the woman to do. The main character is immediately labeled as a bad mother, either by the nurse or by the doctor. Those despicable things were done by the medical workers because they live in an environment or society

where women have certain standards in living their lives whereby women are treated as a lower part of the society.

Over centuries, women have been suppressed, their rights were neglected as human beings, they were treated as a lower part of society, and their roles were restricted to household chores and birthing (Chaudhury et al., 2017). The quote is relatable and also fits perfectly with what is given to the audience during episode 4 where the main character is seen as a woman who must be able to be a good mother even though she was not ready to be a mother yet and she was not able to be one yet, so violence and prejudice will come for her. The compulsion comes from an environment dominated by men which can also influence or indoctrinate women such as, for example, the nurse and in the previous episode, the main character's female co-workers.

Conclusion

The rest of the episode which is episodes 5 until 8 does not contain a specific event or dialogue that contains misogyny, but instead, it shows the effect of misogyny, which will be explained in this part. After the main character gave birth and her child grew up a bit older, the main character has spare time and was able to go out with one of her co-workers. They went to a bar and met with two guys. The main character fell in love with one of the guys, she followed him into his apartment and spend the night there. Only for this one night, the main character can feel happiness in her life. This guy is the one who motivated the main character to be free of her agony, which then the next few weeks she killed her husband while they were in bed which led the main character then imprisoned for murder, but finally, she got the feeling of freedom, but in a cage. Those acts of prejudice and discrimination done by society is the cause of this, the main character was mentally injured. The standards for women put on by society are too depressing for an ordinary woman such as Helen. The acts may just seem mostly verbal but they can cause such an impact on one's mental well-being, for instance, the main character feels much more sense of freedom inside bars rather than in the rest of the world where people are free to do what they want and say what they think is right. To conclude, misogyny acts can make a person feel caged and punished. From all of the misogynist behavior done to the main character, she had become a victim of sexism and prejudice against women in her society.

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ANALYZING THE FACTORS BEHIND CODE-SWITCHING BY PETRA CHRISTIAN UNIVERSITY'S ENGLISH DEPARTMENT STUDENTS

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Abstract
English Department students are encouraged to communicate in English, especially within the classroom. However, English is not their mother tongue; hence this leads to a lack of English proficiency to support daily means of communication. This factor triggers the prevalence of code-switching by English Department students. The phenomenon also happens among Petra Christian University's students. This paper would like to analyze the factors that encourage and the factors which discourage students to do code-switching using Braun and Clarke's analytical procedure. To obtain the necessary data, we distributed questionnaires related to code-switching phenomena to 47 students of Petra Christian University's English Department and interviewed 21 of the selected respondents from both English for Creative Industry and English for Business majors. The questionnaire and interview questions inquired regarding the interlocutors and the factors which respectively encourage and discourage them to practice code switch. Findings indicate that communication efficiency, foreign language practice, habit, level of intimacy, and inability to translate English expressions to Indonesian encourage English Department students of Petra Christian University to perform code-switching. Meanwhile, proficiency level, professionalism, avoiding potential misunderstanding, and level of intimacy discourage English Department students of Petra Christian University from performing code-switching.

Keywords: code-switching, English Department students, second language

Introduction
As English has been declared as the global language, interest to learn the language deeper has grown throughout the globe. This is achieved through numerous formal and informal methods. Crystal (2003) stated that English is currently the most frequently spoken foreign language in over 100 nations, including China, Russia, Germany, Spain, Egypt, and Brazil, and it is becoming the predominant foreign language in schools in the majority of these countries. One of which is by studying English Literature at the university level. However, difficulty arises as English is not the first language in many countries, such as Indonesia.

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English Department students in Indonesia face difficulty as they are demanded to communicate in English among their English Department peers. Yet, they face a lack of room to practice English as they communicate in Indonesian in their daily lives. This results in a glaring gap in English proficiency between the proficiency level needed to support their communication and the level of proficiency they currently possess. To fill in the gap, English Department students depend on the use of code-switching. Mauliddiyah, Munir, & Mustofa (2020) argued that code-switching in the classroom must be identified while studying a foreign or second language. Therefore, the use of code-switching in the classroom, especially for bilingual students like the English department's students, is inevitable.

Code-switching is described as combining terms or phrases from two languages throughout speaking or writing (Al-Qaysi, 2019). The phenomenon often occurs among those who are bilingual and/or multilingual. Bilingual and multilingual are terms which describe those who possess abilities in two or various languages. The group can often be found especially among English Department students of Indonesian universities. The English Department students in Indonesia have Bahasa Indonesia as their mother tongue as they develop their proficiency in English through their academic activities. English Department students tend to face the demand to express themselves in English, especially within the classroom. Meanwhile, some of them have difficulty finding fitting expressions to deliver their message in English. Thus, they choose to employ the languages they are familiar with to bridge the demand to communicate in English and the need to deliver their means accurately. This phenomenon is known as code-switching (hereafter to be referred to as CS).

This study aims to analyze the factors that encourage and the factors which discourage students of Petra Christian University's English Department students to do code-switching using Braun & Clarke's (2006) analytical procedure. The data were obtained through the distribution of questionnaires and interviews of selected respondents. The questions varied from their preferred language in communication to their reasons for choosing either to perform or not perform CS. Through these methods, findings indicate that factors such as communication efficiency, foreign language practice, habit, level of intimacy, and inability to translate English expressions to Indonesian encourage participants to perform CS. However, factors such as proficiency level, professionalism, potential misunderstanding, and level of intimacy discourage participants from performing CS. Through this study, authors hope to discover the phenomenon of CS, especially within the scope of English Department students.

Theoretical review

Code-switching (CS) itself is rooted in linguistics, particularly sociolinguistic. According to Finegan (2003), linguistics itself can be defined as the systematic inquiry into human language—into its structures and uses and the relationship between them, as well as into its development through history and its acquisition by children and adults. Linguistics explores both language structure (and its underlying grammatical competence) and language use (and its underlying communicative competence) (Nordquist, 2019). In addition, it is also understood that in general, linguistics is the study of language. Saussure (2011) thought of linguistics as the study of the manifestation of human speech. It concerns the history

of languages and the social or cultural influences which shape the development of language.

Next, sociolinguistics is known to be a part of the linguistics field. It is known to be the part of the field which deals with how the language is used and thought of in the real world (HS, 2015). Wardhaugh (2021) thought of sociolinguistics as the field of study which concerns the relationships between language and society. It has the goal to reach a better understanding of the structure of language and how languages function in communication. Sociolinguistic itself emphasizes on how language functions in the society (Wibowo, Yuniasih, & Nelfianti, 2017). According to Burling and Fishman (1972), sociolinguistics can be defined as both the behavior toward language (attitudes, movements, planning) and language concomitants of social processes, large and small (societal formation, societal interaction, societal change, and dislocation).

"Code-switching is viewed as a bilingual/multilingual behavior that is employed not just as a conversational tool, but also as a technique to construct, preserve, and designate ethnic boundaries and identities," Helen said in Lowi (2005). Code-switching also provides vast clues of the speaker's social identity which may be helpful to ensure better communication (Gardner-Chloros, 2009). People who work in a multilingual setting are more likely to switch codes as humans are more likely to switch codes depending on the social situation (Sinaga & Hutahean, 2020). Code-switching serves not just as a linguistic style, but also as a means for communicating messages, ideas, and opinions (Lismay, 2017). Next, code-switching can also be a tool for students to better understand the target language during the learning session. Köylü (2018) suggests that teachers can urge students to transcode code as an effective technique for learning the target language in many circumstances. Thus, code-switching is one of the media that is often found in educational institutions, especially institutions that use more than one language.

Method

This research employed a mixed-method design. The mixed-method design is categorized into the explanatory design, exploratory design, and triangulation design (Lodico, Spaulding, & Voegtle, 2016). The data was first qualitatively transcribed, compiled, and examined before being quantitatively evaluated by quantifying the frequency of occurrences. The authors distributed questionnaires to the 47 English Department members of Petra Christian University.

The respondents range from alumni to the 2021 batch, and the participants' age ranges from 18 to 23. 96% of the respondents have Bahasa Indonesia as their mother tongue. All of them reside in Indonesia. Next, the authors interviewed 21 respondents. The last question of the questionnaire inquired about whether or not the respondents were willing to be interviewed regarding their answers. Hence, the authors held 1-on-1 interviews with the respondents through the Zoom meeting. A total of 147 minutes of interviews were conducted to study the matter thoroughly. The available data were then transcribed and qualitatively evaluated according to Braun and Clarke's (2006) analytical procedure.

Findings and Discussion

First, the authors produced a questionnaire with the questions as follows:

Table 1. Questions for the questionnaire

No	Questions	Code
1.	I always use English to communicate on daily basis (both inside and outside class activities)	Q1
2.	In communicating with peers from the same major (English for Creative Industry program and English for Business program), I always use English.	Q2
3.	I always speak English with Petra Christian University English Department lecturers (both inside and outside class activities).	Q3
4.	I feel that English terms can represent my feelings/emotions.	Q4
5.	I often use English terms because I am unable to find the terms that have exact meanings in Indonesian (and vice versa).	Q5
6.	I often choose to insert some English terms whenever I communicate with someone else to avoid misunderstandings.	Q6
7.	I avoid inserting some English terms while communicating with people who are not fluent in English.	Q7
8.	I often use English terms while communicating with people whom I think are fluent in English.	Q8
9.	Sometimes I consciously try not to add some English terms because I am afraid that the interlocutors would think that I am showing off my English skills.	Q9

The questionnaire itself was made on Google Forms and was distributed through Petra Christian University's English Department groups. This was done to reach out to as many potential respondents who were willing. The questionnaire is distributed in the form of a linear scale with numbers one (1) to four (4), where one (1) represents "Strongly Disagree," two (2) represents "Disagree," three (3) represents "Agree," and four (4) represents "Strongly Agree." This resulted in 48 responses to the aforementioned questions. Each of the 48 respondents gave a different answer to each question. The percentage of each scale was used by the author to analyze the responses of the respondents. Following the percentage, the authors interviewed 21 respondents who were willing to elaborate on their responses.

The interview questions are as follows:

Table 2. Questions for interview

No.	Interview Questions	Code
1.	To begin, are you familiar with "code-switching"? Please provide a	I-Q1

	brief description.	
2.	With whom have you been most aware of using code-switching? What are the factors behind your decision? (Both internal and external factors).	I-Q2
3.	With whom do you try **not** to use code-switching when communicating? What are the factors behind this decision (Both internal and external factors)?	I-Q3
4.	Apart from the ease of communication (to make it easier to convey the meaning of communication and the absence of foreign terms that can be translated into your mother tongue), what are other factors that encourage you to use code-switching?	I-Q4
5.	Apart from the lack of English language skills from the other person and you don't want to seem arrogant about your English language skills, what are other factors that **discourage** you from using code-switching?	I-Q5

Through this, 21 respondents provided answers to the questions above. Then, the authors proceeded with a qualitative analysis of the acquired data. The authors employed a thematic analysis based on Braun and Clarke's (2006) analytical procedure. The goal of conducting a thematic analysis itself is to identify themes which are either important or interesting which may contribute greatly to the research issue (Maguire, et al., 2017).

To begin, all of the interview transcripts were read and examined several times to identify the data. Following that, the data was analyzed and classified. The categories were then reviewed to create a thematic map for the study. The categories were re-examined and redefined to ensure that each of them was assigned to the appropriate category.

Through a questionnaire answered by 48 respondents English Department students of Petra Christian University, the authors found that all respondents had different answers. The analysis of the questionnaire is as follows:

Q1. I always use English to communicate on daily basis (both inside and outside class activities)

In response to this statement, 29 people (61.7 %) stated that they did not agree with the statement that English is their daily language. This demonstrates that the use of English in Petra Christian University's English Department occurs only at certain times. According to the available data, only 10 respondents (21.3 %) said they use English in their activities, both in and out of class. Furthermore, six (6) respondents (12.8 %) strongly disagreed with the provided statement, while just four (4) respondents (4.3 percent) firmly agreed to adopt English as their everyday language.

Q2. In communicating with peers from the same major (English for Creative Industry program and English for Business program), I always use English.

Regarding the second question, 27 respondents (57.4%) indicated that they disagree with completely speaking in English with their Petra Christian University English Department peers. This is supported by the presence of ten (21.3 %) respondents who claimed that they strongly agreed with conversing in English with peers in the same major. This data suggests that the majority of respondents do not utilize English in their daily life, particularly when spending time with peers from the same major, notably English for Creative Industry and English for Business. Lipski (1985) argued that situational and cultural variables drive code-switching, and the switch occurs deliberately and knowingly between two languages. Only eight (8) respondents (17%) said they "Agree" and two (2) respondents (4.3%) said they "Strongly agree" to using English in talking with friends in the English Department.

Q3. I always speak English with Petra Christian University English Department lecturers (both inside and outside class activities).

In Petra Christian University's communication process between students and English Department lecturers, 27 respondents (57.4 percent) said "Agree," while 17 respondents (36.2 percent) said, "Strongly Agree." This proportion shows that the majority of respondents actively utilize English in particular contexts, one of which is while speaking with lecturers. Only three (3) respondents (6.4 percent) responded that they disagreed with the English Department's lecturers on communicating actively in English.

Q4. I feel that English terms can represent my feelings/emotions.

With the question indicating that the English terminology can describe their feelings or emotions, 24 respondents (51.1 percent) said "Agree," while 18 respondents (38.3 percent) said, "Strongly Agree." Only four (4) respondents (8.5%) responded "Disagree," and one (1) respondent (2.1%) opposed this assertion by choosing "Strongly Disagree". These findings indicate that the use of English terms is not uncommon and has even become one of Petra Christian University English Department students' daily accommodations.

Q5. I often use English terms because I am unable to find the terms that have exact meanings in Indonesian (and vice versa).

A total of 25 respondents (53.2 percent) said they "Strongly Agree," and 18 respondents (38.2%) said they "Agree" that they use English terms frequently in their daily lives. Meanwhile, three (3) respondents (6.4%) stated "Disagree," and one (1) respondent (2.1%) stated "Strongly Disagree" with using English terms in everyday life. This indicates their lack of inability to translate expressions into the language in which they communicate. In addition, this also shows how they tend to avoid potential misunderstandings; hence, they choose to use English terms. Junaidi (2019) argued that code-switching is a common occurrence, particularly in multilingual and multicultural settings. When learning a language, one must deal with two languages at the same time: the mother tongue and the target language. The usage of CS in daily life is unavoidable.

Q6. I often choose to insert some English terms whenever I communicate with someone else to avoid misunderstandings.

To avoid misunderstandings, 20 respondents (42.6 %) stated "Strongly Agree," and 15 respondents (31.9 %) stated "Agree" to insert English terms in everyday life. Only nine (9) respondents (19.1 %) disagreed with this statement, while three (3) respondents (6.4 %) strongly disagreed. These findings indicate how Petra Christian University English Department students prefer to exercise code switch to ensure the precision of their delivered means of communication.

Q7. I avoid inserting some English terms while communicating with people who are not fluent in English.

A total of 30 respondents (63%) "Agree" not to insert English terms to the other person they think is not very fluent in speaking English. A total of 17 respondents (36.1%) expressed "Disagree" with this statement. Through these findings, it can be concluded that the majority of respondents practice a degree of awareness within the option to insert English terms in conversations. This may indicate some factors they consider regarding performing CS such as communication efficiency (in which they avoid the risk of having to explain themselves to interlocutors).

Q8. I often use English terms while communicating with people whom I think are fluent in English.

For using English terms to the interlocutor whom they presume is fluent in English, 22 respondents (44.7%) said "Agree," and another 16 respondents (34 %) said, "Strongly Agree." This demonstrates that the majority of respondents are only comfortable speaking in English in specific situations and conditions, one of which is with an interlocutor who understands English. Only 10 respondents (21.3 %) said they "Disagree" with using English terms to exchange ideas with friends or relatives who are fluent in English.

Q9. Sometimes I consciously try not to add some English terms because I am afraid that the interlocutors would think that I am showing off my English skills.

To consciously not use or insert English terms to the interlocutor, 19 respondents (40.4%) said "Agree," and eight (8) said, "Strongly Agree." This is due to the assumption that spreads in the surrounding environment, which frequently undervalues people who speak English, so many parties, including Petra Christian University English Department students, avoid speaking in English. A total of 11 respondents (23.4%) stated "Disagree," and nine (9) respondents (19.1%) stated "Strongly Disagree" not to use English terms in everyday life.

Through the responses to the questionnaire, it can be concluded that CS is a consistent phenomenon among English Department students of Petra Christian University. This could be seen in how 24 respondents (51.1 %) said "Agree," and 18 respondents (38.3 %) said "Strongly Agree." to the question (Q4) which said that the English terminology can describe their feelings or emotions. Hofman (1991) argued that to discuss a particular topic, speakers are free to express their emotions in a language that is not in their everyday use. Therefore, in the English department, the usage of English words and vice versa is fairly widespread among students. In addition, a total of 25 respondents (53.2 %) said they "Strongly Agree," and 18

respondents (38.2%) said they "Agree" that they use English terms frequently in their daily lives (Q5). The occurrence of CS can be ultimately seen in Q6 where 20 respondents (42.6 %) stated "Strongly Agree," and 15 respondents (31.9 %) stated "Agree" to insert English terms in everyday life to avoid misunderstandings. Sert (2005) stated that CS is a means of shifting the intended meaning for a student's potentially conflictive language use (that is, the student wishes to avoid misunderstandings or speak things indirectly for specific reasons). This does not necessarily mean they lack competence in the said language; but rather they would like to avoid misunderstandings (Muthusamy, Muniandy, Kandasamy, Hussin, Subramaniam, & Farashaiyan, 2020).

To further investigate the factors behind CS, the authors conducted interviews with 21 of the respondents. Through this interview, five categories were identified as the factors which encourage the English Department students of Petra Christian University to perform CS. Factors that enhance respondents to participate in CS include: (1) communication efficiency, (2) foreign language practice, (3) habit, (4) level of intimacy, and (5) inability to translate expressions to the target language. Meanwhile, the four following factors are preventing respondents from conducting CS in their daily lives: (1) proficiency level, (2) professionalism, (3) avoiding potential misunderstanding, and (4) level of intimacy.

Table 3. Factors that encourage CS performance

Communication efficiency	66.67%
Foreign language practice	38.09%
Habit	42.8%
Level of intimacy	33.34%
Inability to translate expressions to the target language	42.8%

Communication efficiency

As the authors asked the question *I-Q2*, a total of 14 respondents stated that communication efficiency was one of the most important reasons they used CS. They stated that CS could assist them, as well as the interlocutors, in conveying the meaning of their assertion; thus, they do not need to explain the meaning of their statement repeatedly during the conversation. Junaidi (2019) stated, "Code-switching can be a useful strategy in classroom interaction if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way." As respondents seek to engage in constructive discussion, particularly with classmates in the Petra Christian University English Department, CS performance is one of the most effective ways to improve the effectiveness of communication.

Foreign language practice

"Why do you tend to do CS despite the English Department setting encouraging you to speak English all the time?" the author inquired during the interview. Eight (8) respondents said that CS is an effective way to learn the target language. They can express themselves freely while practicing some English

vocabulary with their classmates in Petra Christian University's English Department.

Habit

Given that all respondents are English Department students who are explicitly required to speak English in their daily lives, the habit becomes the second most important factor in using CS. Respondents become accustomed to using CS in the campus environment, particularly with their fellow students, as a result of frequent exposure to various English-language media. Given that all respondents work in the English department, where they are required to actively utilize L2 through various media, exposure to two languages, namely mother tongue (L1) and target language (L2), has become a habit. Han, Li & Fillipi (2022) contended that code-switching processing is dependent on bilinguals' habitual language control, which is mediated by communicative needs in a given language context.

Level of intimacy

Given that the respondents come from a culture where at least two languages are spoken, Indonesian and English, they tend to apply CS with their peers since they feel more comfortable and more secure with each other. Respondents stated that CS can be used to more readily and comfortably form stronger social connections with people.

Inability to translate expressions to the target language

A total of nine (9) respondents noted in the interview that the usage of CS is also impacted by some terminology from their mother language that is difficult to translate into English, and vice versa. They discovered that if these terms had to be translated into the target language first, they would sound highly awkward. According to them, CS allows them to convey their thoughts and ideas without having to strain to translate terminology such as idioms into the target language. Skiba (1997) asserts that the inability of students to express themselves and transmit their messages in language classes is one of the causes that explain code changes, and code changes serve to maintain continuity in language and do not interfere with the expressive flow of linguistics. To maintain a conversation, the respondents chose to perform CS since they believe that CS helps them to convey the message in the target language readily.

Next, four categories were also identified as the factors which discourage the respondents of the study to perform CS.

Table 4. Factors that discourage CS performance

Proficiency level	42.8%
Professionalism	61.9%
Avoiding potential misunderstanding	57.3%
Level of intimacy	42.8%

Proficiency level

Nine (9) of the 21 respondents agree that their level of expertise is among the barriers to using CS in Petra Christian University's English Department. Several respondents mentioned that they were hesitant to perform CS with people since they are perceived to be particularly competent in the target language. Another explanation is that some individuals around them do not speak their target language, therefore they do not participate in CS to have a fruitful discussion with their interlocutors. Hughes, Shaunessy, Brice, Ratliff, & McHatton (2006) suggest that code-switching can be seen as a negative social trait by excluded members of the group (such as monolingual speakers). From this research, it can be seen that the respondents avoid CS since their interlocutors are not fluent in the target language, and they would like to engage in the talk by conversing in one language only.

Professionalism

13 of the 21 respondents stated that the major reason they do not utilize CS is to appear more professional, especially in formal settings. They are hesitant to use CS in formal contexts, such as classes and meetings since they want to respect the other person and appear more serious when communicating. Junaidi (2019) suggests "code exchange may bring an inharmonious relationship between speakers and language community, because, in their respective cultures, the words may not carry the same value, status, and functions." In a formal setting, people want to appear as professional as possible. Therefore, the possibility of performing CS is very small.

Avoiding potential misunderstanding

When the authors addressed questions I-Q5 during the interview, 12 of the 21 respondents stated that CS might cause misunderstandings, especially when conversing with interlocutors who are not proficient in the target language. To prevent this, the respondents chose not to utilize CS at all so that the message they wanted to send could be effectively transmitted and they did not have to spend additional time explaining the objective and purpose of the discussion.

Level of intimacy

Following up on the professionalism factor, which is one of the barriers for respondents to perform CS, respondents reported that respondents' proximity to interlocutors was also one of the reasons for not doing CS. Respondents stated that they would avoid CS with interlocutors with whom they do not have intimate connections, such as university staff, and with whom they have high regard, such as lecturers.

Conclusion

Code-switching is a phenomenon that is quite familiar among Petra Christian University students. Various factors were identified as the factors which either encourage or discourage the students. This study provides further insight regarding not only how apparent the phenomenon of code-switching is, but also the factors which affect its occurrence. The findings indicate that five (5) factors encourage students to perform CS, which are (1) communication efficiency, (2) foreign language practice, (3) habit, (4) level of intimacy, and (5) inability to translate

expressions to the target language. The most powerful aspect of CS is communication efficiency, which ranks first. This is because of the respondents' ease and convenience in discussing with interlocutors at Petra Christian University, particularly in the English Department. Another distinguishing factor to encourage CS is the inability to translate expressions into the target language. Furthermore, habit holds the same weight as the incapacity to translate expressions to the target language.

This research also found that four (4) factors discourage English department students from performing CS, which are (1) proficiency level, (2) professionalism, (3) avoiding potential misunderstanding, and (4) level of intimacy. This study found that professionalism ranks first as the main factor. Another factor is that CS may result in the occurrence of misunderstanding during the conversation. The proficiency level is another factor that makes respondents reluctant to do CS.

This research focuses on the motivations and factors of Petra Christian University's English department students regarding CS attempts. For future research, the authors would recommend the study to further investigate the types of code-switching which are usually done among English Department students. Future researchers can also investigate further three (3) types of code-switching, which are inter-sentential switching, intra-sentential switching, and tag-switching (Hamers & Blanc, 2003). Moreover, the scope of the code-switching performance study can also be enlarged so that the authors can acquire more varied data, given that this research is solely confined to students. Through this, we can understand the occurrence of code-switching, the factors, and the types which are exercised among English Department students.

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PRE-SERVICE EFL TEACHERS' EXPERIENCE IN INTEGRATING TPACK DURING TEACHING PRACTICE PROGRAM

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Abstract
This study explains the experience of Pre-service EFL teachers in integrating TPACK during teaching practice programs. This case study was to investigate twelve Pre-service EFL teachers in English education at the Universitas Islam Majapahit who has carried out a teaching practice program and applied technology. Data collected from their interviews, lesson plans, and teaching videos were analyzed using thematic analysis. The finding indicates that (1) Pre-service EFL teachers familiar with TPACK from its various classifications for teaching English; (2) Pre-service EFL teachers integrated TPACK for learning activities and doing assessment; (3) the contribution of TPACK for Pre-service EFL teachers during the teaching process has a positive impact on students and makes it easier Pre-service EFL teachers in administrative management.

Keywords: pre-service EFL teachers', teaching practice program, TPACK

Introduction
Learning environments of the 21st century integrate various technological devices, facilitating a comprehensive series of interaction processes between students and teachers with learning resources. It can be seen since growth opportunities that connect with understudies in encouraging sociological, mental, logical, useful, also mechanical skills toward work in an environment of work (Koh, 2016, 2015). Koh et al. (2016) and Koh et al. (2015) reported that PC innovation utilization within instructive conventional did not just earn a few benefits but required a few components of teachers' guidance (Chin & Hortin, 1994). One of the competencies teachers must have in learning in the 21st century is the learning design ability by applying the principle of combining knowledge of teaching materials, pedagogy, and information and communication technology, known as TPACK. TPACK approach is developed from the Pedagogy Content Knowledge (PCK) approach, which was first introduced by Shulman in 1986. The TPACK system does not simply zero in on one educational direction but includes different information. Mishra and koehler (2006) planned a theoretical system, i.e., Innovative Instructive Substance Information (TPACK), that outfits a specific

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language in looking at education, learning, and innovation. (Wang, 2018) reported intending to combine TPACK-linked exploration towards pre-administration educators. An all-around applied TPACK might give educators to accomplish a superior comprehension of how innovation might advance students learning (Koehler & Mishra, 2008; Mouza 2017; Shih & Chuang, 2013). There are different parts in the TPACK structure made as a collaboration among the three spaces of instructor information inside the system of TPACK. These parts include; Innovative Substance Information, Educational Substance Information, Mechanical Academic Information, and Innovative Instructive Substance Information. These parts are thought of as similarly vital to the system (Koehler & Mishra, 2009; Yurdakul, Odabasi, Kilicer, Coklar, Birinci, & Kurt, 2012).

Technological developments have made great strides in modern times, especially in education. The current development of TPACK has a major influence on the learning process, so the 21st century encourages all teachers and education practitioners to have extensive knowledge of TPACK. Teaching will be attractive and fun if pedagogy, technology, and content are used together. TPACK is the knowledge teachers need to utilize technology by integrating it into the learning process. English Pre-service Teachers must acquire and develop teaching skills in TPACK as part of their initial teacher education (Drajati, 2021). Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Technological Pedagogical Content and Knowledge (TPACK), and Pedagogical Content Knowledge (PCK) are the seven components of TPACK, which teachers could utilize for integrating technology into their classes. For example, teachers cannot carry out direct assessments. Using Google Forms would greatly help teachers provide an online assessment to students. Teachers must have technical knowledge, skills, and competencies to integrate technology into learning effectively and efficiently (Mishra & Koehler, 2006).

Pre-service Teacher arrangement programs are accused of building the information required for passage-level instructing. This readiness normally comprises four divisions: innovation courses, content courses, strategies courses, and training/temporary position encounters (Niess, 2015). As the initial learning experience before becoming a teacher at a school, Pre-service Teachers' should be introduced to the TPACK framework (Mishra & Koehler, 2006). TPACK is also a learning approach that is very relevant during the current covid-19 pandemic, where the learning process transforms from the classroom to online learning. Cahyono and Kurniati (2016) showed that TPACK arranged showing practice course helps Indonesian EFL instructors work on the nature of their EFL educational plans and instructing rehearses. Educators need to build a strong information collection of innovation, instructional methods, and content to design viable education with innovation (Hughes, 2005; Koehler & Mishra, 2005). More often than not, these examinations center around showing English as an unknown dialect and the customary abilities to peruse, compose, talk, and tune in. They are inadequate in analyzing instructors' TPACK with regards to creating information on language close by other significance-making frameworks, and they did not recognize that education needs to include past print proficiency (Baser, 2016; Tseng, 2016). In the classroom, TPACK can use by pre-teachers and in-service teachers. This framework is beneficial for EFL teachers to make the student

learning activity program successful. As a result, students are more enthusiastic about learning English because they study in a way that is not boring and interactive.

There are several previous studies related to the topic of TPACK. Inpeng (2020) found that prospective EFL Thai teachers held TEFL classes using Facebook as an educational tool. Furthermore, Drajati (2021) noted using the TPACK-21CL model in preparing lesson plans for teaching practice or microteaching. TPACK proficiency places are Instructive Substance Information for Education of Multimodal, Mechanical Academic Information (21st C Learning), and Information about advanced media devices (Drajati et al., 2018). Another study was conducted by Tan (2019), in this review, scientists researched what elements and things were important for inspecting pre-administration educators' TPACK in multimodal education. Aniq (2019) reported the research to concentrate on expects to seal the hole how educators of EFL seven-way TPACK spaces. However, several researchers investigated several previous studies about TPACK in several previous studies. There is no research on Pre-service Teachers' experience incorporating the TPACK framework during teaching practice activities. Considering the above statement, the researcher sees a gap that would become the novelty of the research results to be carried out. The researcher is interested in researching Pre-service Teachers' experiences integrating TPACK into their teaching practice programs.

Method

This study used a qualitative approach and a case study type of research. Ary (2010) stated that a case study was research about an issue in real life while data collection used multiple data collection techniques. The researcher in this study is the researcher as a full observer of the participants. The researchers acted directly in the data collection process by interviewing the participants individually and then taking data through lesson plans and video participants' teaching practices. The researchers also analyze the data from the participants who met the criteria. Researchers consider their studies in the English Learning Program of the Faculty of Teacher Training and Education at Majapahit Islamic University. Based on previous research, many researchers collected data TPACK from schools and universities. Sari (2021) stated that the study took data from teachers in senior high schools in Indonesia.

Drajati et al. (2018) examined Pre-service teachers and in-teachers at several universities in another case. However, The results of observations by researchers at the Majapahit Islamic University show that no research has been conducted on the TPACK topic. Researchers use primary data from twelve EFL Pre-service Teachers in English education at the Majapahit Islamic University. Participants must first meet the criteria provided that the participant has carried out a teaching practice program and applied technology. The researcher would also take verbal data obtained from interviews, lesson plans, and teaching videos of participants. The research investigated a single case through multiple data sources, for example, Interviews and Documentation. Interviews were conducted with participants directly by complying with health protocols. In addition, participants who are difficult to find can be the online Interview. The researcher would ask several questions related to TPACK to participants who have met the criteria.

Not only interviews but also the researchers also took data through Documentation obtained from lesson plans and videos of Participants' teaching practices which is beneficial to strengthen Participants' opinions. The study uses thematic analysis for data analysis. According to, There are four steps for analyzing the data. First, read and understand the data several times. Write down whatever comes to your mind while the researcher is reading. Researchers then perform open coding by identifying significant parts of the data. Then, merge open the codes from multiple categories. Finally, combine the types into themes (Sugiyono, 2014). The finding of this research is based on theory and self-classification. The data collected by the researcher must be validated. The data validity is checked by triangulation technique to use triangulation of sources and techniques (Sugiyono, 2014), namely Pre-service EFL Teachers' and classroom teaching videos, lesson plans, and interviews. So, the data was taken from different participants with permission and through a concern form.

Findings and Discussion

Based on Interviews with twelve Pre-service EFL Teachers 8th semester of English education at Majapahit Islamic University, This section focuses on presenting participants' experience in teaching English, especially to find out the use of technology and their TPACK. The findings are compiled based on seven aspects of TPACK: Technological Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and Technological Pedagogical Content Knowledge (TPACK).

Pre-service EFL teachers' knowledge of TPACK on Technological Knowledge (TK)

Based on technological knowledge, pre-service teachers can use various information and communication media in teaching or learning, including YouTube, E-learning, PowerPoint, *Google Meet*, Quizziz, Zoom, and Cake applications.YouTube and Powerpoint are used to explain the material, while Quizziz is used for assignments. Pre-service teachers have started using information and communication media since elementary and lower secondary schools accessed through "warnet", mobile phones, and laptops. Look at the data below.

> P2/extract3 : "*Since junior high school, from getting to know the internet if you search for assignments via Google like that*."
> P3/extract4 : "*One of the digital media that I use is the use of PPT in delivering material*."
> P4/extract2 : "*Yes, I can, since elementary school. So, from the "warnet".*
> P6/extract8 : "*…One of the applications that I use in studying is the cake application.*"
> P9/extract5 : "*So far what I use the most is PowerPoint. Or maybe YouTube can also explain material to students and during this pandemic the most commonly used applications are the Zoom application and also Google Meet. Maybe one other thing can be a quizziz to practice the questions*."

The interview results above show pre-service teachers' knowledge of various information and communication technologies often encountered in the 21st century. As stated by Herring, Koehler, and Mishra (2016), teachers can use information and communication technology hardware and software.

Pre-service EFL teacher's knowledge of TPACK on Pedagogical Knowledge (PK)

Based on the experience of pre-service teachers, student learning during the teaching practice program has a positive impact on students. Students are more active and feel happy when the pre-service teacher explains the material to students who have not been able to appreciate pre-service teachers because the ages of students and pre-service teachers are quite close. Pre-service teachers also master the theory related to education so that the learning process can be maximized. Then, pre-service teachers conduct an assessment to measure students' ability to understand material. Assessments for students are not only knowledge assessments, skills assessments, and attitude assessments but also formal and informal assessments.

> P3/extract 9 : *"Erm, students are very enthusiastic in the learning process because they use the interesting PowerPoint media."*
> P4/ extract 11 : "*When I was a PPL at that time, the assessment was more of an informational assessment and a formal one. Information like us or ask questions before starting the lesson. If it's formal, it's more of an evaluation, so after the learning process I evaluate it*."
> P5/extract 6 : "*As long as my PPL is in class 10, it's quite fun that the students are active. When I explained the students asked that. Then also if he does not enter the class that is also permission first. Yes, it's quite fun for the students to follow suit*"
> P7/extract 10 : "*...behavioristic theory. Well here is a theory that studiesbehavior in the learning process. In addition, here the theory views a change in behavior as a result of interactions in the classroom. For example, the students read it fluently in the lesson. If this cognitive theory is more concerned with the learning process than the learning outcomes ... there is a humanistic theory which seems to be human, which means it humanizes humans*."
> P11/extract 4 : "*Then the assessment that I use is threefold, namely the assessment of attitudes, knowledge, and skills*."

The data of P3 and P5 above shows that the student's responses during the teaching practice program have advantages and disadvantages. This shows that the learning process requires good interaction between pre-service teachers and students. Meanwhile, data from P7 shows that pre-service teachers understand various educational theories, including humanistic, cognitive, constructive, and behavioristic theories. So that through these various theories, pre-service teachers can improve the quality of teaching and can motivate students. The data P4 and P11 above show that the assessment can improve students' understanding of the material. Herring, Koehler, & Mishra (2016) said that pedagogy knowledge

includes various theories related to education, student learning, and learning assessment.

Pre-service EFL teacher's knowledge of TPACK on Content Knowledge (CK)

Generally, pre-service teachers use various learning materials when implementing teaching practice programs. This is because several pre-service teachers teach at different schools and grade levels, so the material delivered depends on the school where the teaching practice is located. The material presented by the pre-service teacher includes descriptive texts, announcements text, invitations, greeting cards, narrative text, recount text, job application letters, news items, news reports, and reports text. From the interview results, above pre-service teachers understand the learning materials given to students. The understanding of pre-service teachers ranges from 85 per cent to 90 per cent. Look at the data below.

> P1/extract 14: *"God willing, 90 percent I understand the material."*
> P3/extract 14: *"As I have mentioned several times earlier, at that time I brought material about greeting cards at PPL."*
> P5/extract 9: *"During the PPL, I used descriptive text. Well, at that time I was PPL for 2 months, so it turned out that the material was lacking. So, the tutor teacher asked students to provide additional material. So, the descriptive text and announcement came from the teacher's own request."*
> P6/extract 16: *"85 percent, I already understand enough about the material that I will convey."*
> P9/extract 11: *"From the material itself, at that time I taught 10th grade. During PPL in the middle of semester 1, I think that only text materials were left such as descriptive text, recount ment text, and I also taught narrative text.*
> P12/extract 16: *"There are three materials that I give to students, namely job application letters, then news items, and then news reports."*

The P3 data above shows that pre-service teachers use one of the learning materials at the junior high school level. Meanwhile, data from P5, P9, and P12 indicate that pre-service teachers use high school or vocational high school learning materials. The learning materials at this level are mostly about the types of texts in English lessons. Based on data P1 and P6 indicate that pre-service teachers have different abilities in understanding a learning material in class. The understanding of pre-service teachers can affect students' ability to speak English. Therefore, pre-service teachers always learn before they teach in class.

Pre-service EFL teachers' knowledge of TPACK based on Pedagogical Content Knowledge (PCK)

From the interviews, this study found that the types of teaching resources used were: pre-service teachers during teaching practice, including physical books, textbooks, pdf books, websites, and youtube. Look at the data below.

P7/extract 14 : *"I use sources from Google and use textbooks in the school library, from youtube as well. Yes, I use websites like wikipedia, brainly, and many more. I'm looking for aneasy-to-understand reference."*
P8/extract 15 : *"Browsing about the material is about the material that I will give to the students. Find out the references from the internet or websites. It can also be from student textbooks or physical books."*

Based on the data above, source usage of this teaching can depend on the facilities and infrastructure in each school, so pre-service teachers try to get the maximum teaching resources so that students more easily understand the material. The use of appropriate learning methods to deliver material can improve students' abilities in the learning process.

Pre-service EFL teacher's knowledge of TPACK based on Technological Pedagogical Knowledge (TPK)

Based on the experience of pre-service teachers, using technology in classroom learning is very helpful because it makes it easier for pre-service teachers to attract students' attention in learning and conducting assessments. Also, pre-service teachers apply technology, including Google Classroom, Quizziz, and YouTube, to learn English. This technology application helps pre-service teachers in teaching and learning processes.

P1/extract 18 *: "The learning method that I often use is problem based learning. That is, asking students to solve a problem that I gave."*
P2/extract 25 *: "If I use the discussion method. So, I made this method so change ideas with one another."*
P3/extract 18 *: "At that time I used the discovery learning method. That is where the student learning process, here students get knowledge that was not previously known by not being conveyed beforehand."*
P5/extract 13 *: "The learning method I use is problem solving. In the form of a student, I gave a question. Then, I asked him to find an answer to the question."*
P9/extract 17 *: "The method I use is the question and answer method. Where I think there will be a reciprocal relationship between students and teachers so that teaching and learning activities in the classroom can be carried out properly."*
P11/extract 6 *: "For the teaching resources I use, I refer to the package book, the teacher's guide given by the civil servant teacher. The learning method as I mentioned earlier is that I use cooperative learning."*

Based on the data above, pre-service teachers use various teaching resources and learning methods to improve understanding and ability in the English language. In terms of learning methods, This research is in line with Herring, Koehler, and Mishra (2016), that applied pedagogical strategies or learning methods to make topics easier for students.

Pre-service EFL teacher's knowledge of TPACK based on Technological Content Knowledge (TCK)

From the results of the Interview, This study found that technology or social media that are good for delivering material are YouTube, Zoom, and PowerPoint. The use of these media makes it easier for pre-service teachers and students to understand English material. Pre-service teachers have used technology to create interesting English content. Look at the data below.

> P4/extract 24 : "*Yes, I used to create content in microteaching courses or novels, maybe I forgot. So, I made English content on YouTube."*
> P5/extract 15 : *"The reason is because I think it's because of the teacher's technology, for example, I once invited it, I really feel like it's helped, isn't it? For example, I use media, for example, I use PowerPoint, so that's like summarizing the material that many of my books try to include in PPT. It is very helpful than reading a lot. So, simplify and minimize time."*
> P8/extract 24 : *"The application of technology in learning English is my own experience during PPL. I deliver the material through PowerPoint itself. Continue to share material to Google classroom. And I also use quizziz for practice questions. For the application of learning English myself when I watch and listen to songs on YouTube, yes, even though there are song lyrics, but from there I can improve my pronunciation in speaking English."*
> P9/extract 19: *"I think technology can attract more students' attention in learning. Maybe as mentioned earlier, such as PowerPoint with an attractive template. with an attractive template. Or you can also use multimodal text, which is almost like a pop up book, but multimodal text is online, so I think this is a novelty."*

Based on the data above, technology contributes to various kinds of content or materials, both learning and others. Therefore, pre-service teachers have become more creative and innovative in facing the development of an all-digital era. Data from P5 and P9 show that pre-service teachers can contribute technology and pedagogy to improving students' learning abilities in the classroom. Then, the P4 and P8 data show that applying technology in English also positively influences students' English language skills. This matters stated by Herring (2016) that knowledge of the specifications of various technologies allows teaching methods without references.

Pre-service EFL teacher's knowledge of TPACK based on Technological Pedagogical Content Knowledge (TPACK)

In general, during teaching practice, pre-service teachers use various technologies, including PowerPoint to deliver materials, google classroom to share materials, and mobile phones and laptops to access materials. So that pre-service teachers agree that technology is used in the English learning process even though there are many obstacles and challenges for teachers and students.

> P4/extract 30 : *"The challenge is the teacher who is clueless. Young teachers can motivate or provide education about technology from students*

to teachers. So, often hold workshops to increase knowledge about technology."
P5/extract 27 : *"...So, the challenge as teachers is not to be "tacky" like that. Accompanied by interesting technology or technological improvements, users must also be able to apply them better."*
P9/extract 31 : *"As for the problem, I think there was a time when I was a PPL, there was an incident when I gave PowerPoint to the children, they opened it using a smartphone. Well, it turned out that when I explained in front I thought he was opening the PowerPoint that I gave him, it turned out that he opened it differently because the PowerPoint I gave him kept opening on his cellphone, ...it could also actually be from a projector, but because in SMK the facilities and infrastructure are very limited. So, At that time, there was only one projector or how many if I'm not mistaken and that has also been used by the teacher since this morning and has been used for teaching. Sometimes it is also placed in a laboratory so it is difficult to use the projector and will take longer."*

Based on the results of interviews, This study found that various technologies have their respective functions in helping pre-service teachers during the teaching and learning process. This is in line with Herring, Koehler, and Mishra (2016) opinion that TPACK is knowledge that uses various technologies to teach, express and facilitate knowledge creation on a particular subject. Based on the explanation above, pre-service teachers or other teachers need to participate in training activities, seminars, and workshops on the use of technology in the current digital era so that they are not outdated and educational goals can be implemented properly. This research proves that TPACK provides positive experiences and influences pre-service teachers and students. This is, of course, also based on the needs of teachers and students.

The integration of TPACK in teaching practice using a teaching method

Integration of TPACK in teaching practice using the discovery learning method. One of the participants said, *"At that time I used the discovery learning method. That is where the student learning process, here students get knowledge that was not previously known by not being conveyed beforehand."* (P3/extract 18). Based on the lesson plan, the implementation of the media is in the form of cell phones and laptops. The learning approach uses a scientific approach. In practice, twelve teacher candidates integrate TPACK into the classroom.

The integration of TPACK in teaching practice by giving assessments

The integration of TPACK in teaching practice by giving assessments or assignments. Participants reported, "*When I was PPL, I did attitude assessment and task assessment. For the assessment of his attitude, I took from the activeness of the students*" (P5/extract 8). Others said, "*I judge students by knowledge and skills*." (P3/extract 11). Based on the lesson plan implementation of the assessment for students based on attitude assessment, skills assessment, and assignments or projects. Whereas in practice, not all teachers conduct assessments using technology.

The integration of TPACK in teaching practice by delivering materials

The integration of TPACK in teaching practice through material delivery. Based on the lesson plan, implementing TPACK for material delivery is appropriate. Likewise, with practice in the classroom, Pre-service EFL Teachers can use technology as a medium for student learning so that students are more interested and enthusiastic in learning English.

Based on the lesson plan, P3 integrates TPACK through the discovery learning method. This learning process presents unreal problems or the results of teacher engineering to lead students to find their own solutions to these problems. In addition, P3 also uses a scientific approach that includes Literacy Activities, Critical Thinking, Collaboration, and Communication Creativity. The P3 literacy activity showed that the pre-service explained the material related to the social function of interpersonal relations, the special text of the greeting card, the structure of the greeting card text, the suitability of the writing/delivery format and the accuracy of using linguistic elements in the greeting card text. Learning activities begin by opening with greetings, praying to start learning and checking student attendance. The pre-service teacher conveys motivation about what can be obtained (objectives & benefits) by studying the material. Then the pre-service teacher explains the things to be learned, the competencies to be achieved, and the learning methods to be taken.

The next learning step is the core activity, starting with literacy activities. Students are motivated and guided to see, observe, read and rewrite it. They were given greeting card materials. Then the Critical Thinking activity shows that the teacher provides an opportunity to identify as many things as possible that have not been understood, from factual to hypothetical questions. This question must remain related to the material. Then, P3 shows the activities of students discussing, and collecting information, then students presenting again and exchanging information with other students or collaborative activities. After that, students present the results of the group or individual work classically, express opinions on the presentations made then respond by groups or individuals who present the material that has been explained. In the last core activity, the teacher and students make conclusions about what has been learned. In the closing activity, students summarise or conclude the lesson about the important points that appear in the learning activity that has just been carried out. Then, the pre-service teacher reminded students about the importance of maintaining health and obeying health protocols. In the closing activity, the pre-service teacher ended the lesson by reading a prayer and saying greetings.

Based on the P3 learning video shows that students are more interested in participating in learning because the pre-service teacher explains the material using laptop technology to display Powerpoint on the blackboard. The pre-service teacher also conducts an assessment through several questions in the Powerpoint. The duration of teaching practice is still not in accordance with the pre-service teacher's lesson plan, but learning can run smoothly and conducive. In addition, pre-service teachers conduct learning following the learning objectives to be achieved.

The contribution of TPACK for pre-service EFL teachers

TPACK's contribution to doing projects for Pre-service EFL Teachers results in learning media for students, video content on YouTube, and writing captions on social media such as Instagram, WhatsApp, and Twitter. Several factors influence this because many students feel bored when learning is not based on technology. One of the participants said, "*Of course, these students are more enthusiastic when using technology. We know today's students are more active when using cell phones. If they use the book, they seem bored when I see it. (*Herring, Koehler, & Mishra, 2016)" (P6/extract 27).

In addition, the lack of knowledge of teachers using technology is still limited, especially among senior teachers. So they need to be taught to use TPACK so that they are not out of date and students can feel comfortable in class. Participants reported, "*The learning during PPL, I think is quite conducive and there are only a few students who need more attention*." (P11/extract 4). With seminars, workshops, or teacher training on using technology in learning, TPACK can contribute to the learning process. One of the participants said, "*So, maybe there is another technology that I may not know about from those seminars or maybe workshops can also be attended so from there we can get knowledge and guidance so that the teacher can be more innovative.*" (P9/extract 34)

Conclusion

From the results of the research above, the researcher concludes that pre-service teachers understand TPACK in terms of technology for learning media (mobile phones, laptops, youtube, PowerPoint, google meet, zoom, google classroom, quizzes), learning methods (discovery learning, cooperative learning, question and answer, problem-solving, discussion, problem-based learning, educational theory (humanistic, cognitive, constructive, behavioristic), and creating English content to facilitate English language teaching. Pre-service teachers also believe that integrating TPACK into the English learning process influences the ease of material delivery and student assignments or assessments. Then, technology makes it easier for pre-service teachers for administrative purposes (assignments via google classroom, google Forms, and quizzes) and saves time. The use of technology also changes students' reactions to learning. As for before using technology, students tend to be lazy, bored, and find it difficult to speak English. However, using various technologies also positively impacts students' understanding because they feel easy, happy, and comfortable.

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