

# Huelele

Journal of Applied  
Linguistics,  
Literature and  
Culture



ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING  
PATTIMURA UNIVERSITY



**Journal of Applied Linguistics,  
Literature and Culture**

**ISSN: 2775-5703**

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The HUELE Journal of Applied Linguistics, Literature and Culture is an international publication by English Education Study Program, Teacher Training and Educational Sciences Faculty, Pattimura University. It is a peer-reviewed publication of original research and theories in practices/pedagogical practices on Applied Linguistics and Culture, including English Language Teaching and Literature. The journal is published biannually; on January and July.

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**Journal of Applied Linguistics,  
Literature and Culture**

**VOLUME 2 ISSUE 2, 2022**

**Table of Contents**

<b>Title</b>	<b>Page</b>
<b>Visual Media in Teaching English Vocabulary</b> <i>Berthy D. Wattimena</i>	65-71
<b>Analyzing Students' Problems in Pronunciation During Their Self-Study in Pandemic Situation</b> <i>Elizenda Jacob</i>	72-83
<b>The Correlation Between Listening Comprehension and Speaking Ability Among EFL Students</b> <i>Erna Hasan</i>	84-92
<b>Developing English Vocabulary Materials Based on Moluccas Content for Elementary School Students</b> <i>Ingrid Bella Souboka</i>	93-101
<b>A Grammatical Reference Analysis of Bobby Mook's "FOMO" TED Talk</b> <i>Yuneth Johanna Pane, Jenifer Helena Madiun, Gian Jelastha Latumabina</i>	102-109



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**EDITOR'S NOTE**

Welcome to *HUELE Journal of Applied Linguistics, Literature, and Culture*, published by the English Education Study Program at Pattimura University. This **Volume 2, Issue 2**, presents five insightful articles that address key themes in applied linguistics and English language education. One article explores the use of visual media in teaching English vocabulary, while another analyzes students' challenges with pronunciation during self-study in a pandemic context. A third article investigates the correlation between listening comprehension and speaking ability among EFL students, providing valuable insights for educators. Additionally, one contribution presents the development of English vocabulary materials grounded in Moluccas content for elementary students, promoting local relevance in language education. The final article offers a grammatical reference analysis of Bobby Mook's "FOMO" TED Talk, showcasing the intersection of language and contemporary cultural discourse. Collectively, these works provide innovative perspectives and practical strategies that enhance the understanding of language teaching and learning in diverse contexts.

## Visual Media in Teaching English Vocabulary

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### Abstract

This library research examines the implementation and effectiveness of visual media in teaching English vocabulary to young learners in EFL contexts. Through analysis of theoretical frameworks and empirical studies, this research investigates how various forms of visual media facilitate vocabulary acquisition and retention in language learning environments. The study employed library research methodology to analyze documents related to visual media usage in EFL contexts, teaching methodologies, and vocabulary acquisition strategies. The analysis focused on three key aspects: the nature of media use, the concept of media implementation, and effective application methods in EFL contexts. The findings reveal that visual media serves as an effective pedagogical tool, significantly enhancing student engagement, motivation, and vocabulary retention. Different types of visual media, including pictures, cartoons, posters, and digital presentations, offer unique advantages in vocabulary instruction, with their effectiveness varying based on learner characteristics and instructional contexts. This research contributes to the understanding of media-enhanced language learning and provides practical implications for EFL teachers. Furthermore, the study emphasizes the importance of appropriate media selection and implementation strategies in vocabulary instruction, particularly for young learners in EFL settings. The findings suggest that systematic integration of visual media in vocabulary instruction can lead to improved learning outcomes and more engaging educational experiences.

**Keywords:** *visual media, vocabulary acquisition, EFL teaching, teaching methodology*

### Introduction

English language proficiency has become increasingly crucial in today's globalized world, with vocabulary acquisition serving as a fundamental cornerstone of language learning. The challenge of teaching vocabulary effectively, particularly to young learners in EFL contexts, has led educators to explore innovative pedagogical approaches. Among these approaches, the use of visual media has emerged as a promising strategy for enhancing vocabulary instruction and retention (Alqahtani, 2015; Baidawi, 2016).

The significance of vocabulary in language learning cannot be overstated, as it forms the foundation for all language skills. As emphasized by Alqahtani (2015), vocabulary acquisition is essential for success in English language learning, as students cannot effectively utilize the target language's structures and functions without sufficient vocabulary knowledge. This perspective is further supported by Thornbury (as cited in Wardani, 2015), who argues that while little meaning can be conveyed without grammar, nothing can be conveyed without vocabulary. Research

indicates that students need to learn between 12,000 and 20,000 words depending on their educational level (McCarten, 2007).

Despite the recognized importance of vocabulary, many students face significant challenges in vocabulary acquisition. These challenges include difficulties in understanding and remembering new words, limited exposure to authentic language use, and traditional teaching methods that fail to engage learners effectively. Harmon (as cited in Blintz, 2011) notes that vocabulary learning is a continual process of encountering new words, making it crucial for educators to develop effective instructional strategies that support this ongoing learning process.

The conventional approach of relying solely on verbal instruction has proven inadequate in addressing these challenges, necessitating the exploration of more effective teaching strategies. Traditional methods often fail to create meaningful connections between words and their contexts, leading to poor retention and limited practical application of vocabulary knowledge. According to Rahmi (2014), media plays a crucial role in helping students understand English as a foreign language, particularly in contexts where exposure to authentic language use is limited.

Visual media presents a promising solution to these challenges, offering a multi-sensory approach to vocabulary instruction. Research by Koren (1997, as cited in Rokni & Karimi, 2013) demonstrates that learning foreign words with pictures can be more effective and memorable than learning words without visual support. This finding is particularly relevant for young learners, who often respond more positively to visual stimuli and benefit from concrete representations of abstract concepts.

The implementation of visual media in vocabulary instruction aligns with modern educational theories and technological advancements. Gerlach and Elly (1980, as cited in Rositasari, 2017) emphasize the importance of considering student characteristics when selecting appropriate media, noting that visual learning stands out as particularly effective in sustaining learner interest. This theoretical foundation, combined with practical evidence from classroom implementation, suggests that visual media can significantly enhance vocabulary instruction when properly integrated into the teaching process.

## **Method**

This research employs library research methodology to analyze and synthesize existing literature on the use of visual media in teaching English vocabulary. Library research was chosen as it allows for a comprehensive examination of theoretical frameworks and empirical findings from various scholarly sources. According to Briggs (1977) and the National Educational

Association (1969), this approach is particularly suitable for understanding the position and implementation of learning media within educational contexts. The study specifically focused on analyzing documents related to visual media usage in EFL contexts, teaching methodologies, and vocabulary acquisition strategies.

The analysis process involved examining various academic sources, including books, research papers, and educational journals that discuss the implementation of visual media in English language teaching, particularly in vocabulary instruction. The research specifically concentrated on understanding three key aspects: (1) the nature of media use in teaching English in the EFL context, (2) the concept of media use in teaching English in the EFL context, and (3) how media can be used effectively in teaching English in the EFL context. This methodological approach allowed for a thorough examination of both theoretical foundations and practical applications of visual media in vocabulary instruction.

## **Findings and Discussion**

### ***The Role of Visual Media in Vocabulary Acquisition***

Visual media serves as a powerful tool in facilitating vocabulary acquisition through multiple cognitive pathways. Research by Underwood (1989, as cited in Rokni & Karimi, 2013) demonstrates that visual memory plays a crucial role in language learning, with visual associations significantly enhancing word retention and recall. This finding is supported by neurological studies showing that dual coding of information through both verbal and visual channels strengthens memory formation and retrieval (Paivio, 1986).

The effectiveness of visual media in vocabulary instruction is particularly evident in its ability to create concrete associations between words and their meanings. Heinich et al. (1996) emphasize that visual media helps make abstract concepts more tangible and comprehensible for learners. This is especially important for young learners who may struggle with purely verbal explanations of new vocabulary items.

Studies have shown that students exposed to vocabulary instruction enhanced with visual media demonstrate significantly better retention rates compared to those taught through traditional methods. According to Kasim (2011), visual aids help create an immersive learning environment that supports natural language acquisition processes. Research by Alizadeh (2016) indicates that visual media facilitates deeper processing of vocabulary items by engaging multiple sensory channels, leading to more robust and lasting vocabulary knowledge. This multi-sensory approach is particularly beneficial for learners with different learning styles and preferences.



### ***Types and Applications of Visual Media***

Different forms of visual media offer unique advantages in vocabulary instruction, each serving specific pedagogical purposes. Pictures and photographs, as described by Arsyad (2002), provide the most direct and concrete representation of vocabulary items, making them particularly effective for teaching concrete nouns and basic concepts.

Cartoons and sketches, while less detailed than photographs, have been found to be highly engaging for young learners. According to Rokhayani and Utari (2014), these media types can create emotional connections with vocabulary items, enhancing both engagement and retention. Their simplicity often makes complex concepts more accessible to learners.

Digital presentations and interactive visual media represent a more modern approach to vocabulary instruction. Studies by Baidawi (2016) demonstrate that these tools can provide dynamic and interactive learning experiences, allowing for immediate feedback and adaptive instruction based on student responses. The selection and implementation of visual media must be carefully considered based on various factors including learner age, proficiency level, and learning objectives. Research by Rositasari (2017) emphasizes the importance of aligning visual media choices with specific pedagogical goals and student needs.

### ***Impact on Student Engagement and Motivation***

Visual media significantly influences student engagement and motivation in vocabulary learning through multiple mechanisms. Research by Harmer (2002) indicates that visual aids create a more stimulating learning environment, reducing the cognitive load associated with vocabulary acquisition. Studies have shown that students demonstrate increased participation and sustained attention when visual media is incorporated into lessons. According to Richards and Renandya (2002), this enhanced engagement leads to more active processing of vocabulary items and better retention rates.

The motivational impact of visual media extends beyond immediate engagement. Research by McCarten (2007) suggests that students develop more positive attitudes toward vocabulary learning when instruction is supported by appropriate visual aids, leading to increased autonomous learning behaviors. Long-term studies indicate that consistent use of visual media in vocabulary instruction can help develop better learning strategies among students. This finding is supported by research from Aba (2019), showing that students exposed to visual media-enhanced instruction develop better independent vocabulary learning skills.

### ***Integration Challenges and Solutions***

While visual media offers numerous benefits, its effective implementation requires addressing several key challenges. Technical limitations and resource constraints can impact the quality and accessibility of visual media resources. Studies by Sadiman (2006) identify common implementation challenges and propose practical solutions.

Teacher preparation and training play crucial roles in successful visual media integration. Research by Rahmi (2014) emphasizes the importance of developing teachers' technical and pedagogical competencies for effective media implementation. Time management and curriculum integration represent significant challenges in visual media implementation. Studies show that careful planning and systematic integration approaches are essential for maximizing the benefits of visual media while meeting curriculum requirements. Research by Wardani (2015) provides evidence-based strategies for overcoming these challenges, including collaborative planning approaches and resource-sharing systems among teachers.

## **Conclusion and Suggestions**

### **Conclusion**

This comprehensive literature review demonstrates the significant potential of visual media in enhancing English vocabulary instruction for young learners in EFL contexts. The evidence conclusively shows that visual media not only facilitates vocabulary acquisition but also promotes student engagement and creates more effective learning environments. The synthesis of research findings indicates that different types of visual media serve distinct pedagogical purposes, with their effectiveness varying based on factors such as learner characteristics, instructional objectives, and implementation strategies. The integration of visual media in vocabulary instruction has been shown to enhance retention rates, increase student motivation, and support the development of autonomous learning skills. Furthermore, the review highlights the importance of systematic implementation approaches and appropriate teacher preparation in maximizing the benefits of visual media in vocabulary instruction.

### **Suggestions**

Based on the findings of this review, several recommendations can be made for future research and practice. First, there is a need for more longitudinal studies examining the long-term effects of visual media-enhanced vocabulary instruction on language proficiency. Second,

researchers should focus on developing specific guidelines for selecting and implementing visual media in different educational contexts, considering factors such as learner age, proficiency level, and cultural background. Third, teacher training programs should incorporate more comprehensive preparation for visual media integration in language instruction. Finally, future studies should investigate the potential of emerging technologies in creating more interactive and personalized visual learning experiences for vocabulary acquisition.

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## Analyzing Students' Problems in Pronunciation During Their Self-Study in Pandemic Situation

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### Abstract

This study investigates the pronunciation practices of English Department students during self-study amid the COVID-19 pandemic. With the shift to online learning, students increasingly engaged in self-directed learning activities to enhance their pronunciation skills. A survey was conducted with 70 students to explore their preferred pronunciation activities, the challenges they faced, and the strategies employed to overcome these challenges. The findings reveal that students favored listening to English songs and watching movies as primary methods for practicing pronunciation. However, they encountered significant difficulties, such as distinguishing similar-sounding vocabulary and limited opportunities for speaking practice. To address these issues, students utilized various strategies, including online resources, peer collaboration, and self-recording. This research highlights the critical role of self-study in language acquisition and emphasizes the importance of pronunciation as a key component of effective communication. The study underscores the need for educators to incorporate engaging resources and structured feedback to support students in their pronunciation development.

**Keywords:** *pronunciation, self-study, English language learning, COVID-19*

### Introduction

In March 2020, the Indonesian government declared COVID-19 a national disaster (Kompas.com), leading to significant impacts across all sectors of life, particularly in education. The pandemic necessitated in-person interactions between students and teachers, which heightened the risk of virus transmission (Dhawan, 2020). To mitigate the spread of COVID-19, Indonesia's Ministry of Education implemented several policies, including the cancellation of the National Examination (UN), adaptations to school reviews, the adoption of e-learning, and the transition to online teaching methods.

E-learning, characterized by virtual learning environments, eliminates the need for face-to-face interactions between teachers and students. In this model, teachers assume the role of facilitators and guides, providing support from a distance. Consequently, students are required to engage in self-study, which involves independently seeking to understand their learning through various resources provided by teachers or found online. According to Sulastrini and Muslihati (2020), self-study fosters disciplined behavior, as individual learners develop the ability to learn

independently and organize actions that support their educational progress. This autonomy is crucial for helping students cultivate positive behaviors that contribute to their success.

Self-study is vital for students because it empowers them to pursue their educational goals without relying on others. It enables them to identify effective learning methods, complete tasks efficiently, and engage in learning activities independently (Rachmayani, 2014). In the context of learning a foreign language, pronunciation emerges as a crucial sub-skill of speaking, playing a vital role in effective communication. Clear pronunciation is essential for accurately conveying messages to listeners. Yates (2002, as cited in Pourhosein, 2016) notes that pronunciation involves producing sounds that convey meaning, while Otlowski (1998) defines it as the accepted manner of uttering words. Richard and Schmidt (2002) further describe pronunciation as the production of specific sounds, which learners master through repetition and correction of inaccuracies. As students begin to learn pronunciation, they develop new habits and work to overcome challenges stemming from their first language.

Initial observations by the researcher indicated that students often struggle to achieve correct pronunciation. While some utilize YouTube videos for guidance, others depend on Google Translate, leading to various challenges in their independent learning efforts. Each student's situation is unique, underscoring the need for research to explore the specific problems students encounter during self-study in pronunciation.

Previous studies have examined the effects of e-learning and self-study on pronunciation. For instance, Rahmawati (2021) identified issues related to pronunciation, fluency, vocabulary, and accuracy during the e-learning process, noting that students often feel embarrassed to speak and may become disengaged from practicing English. This disengagement can result in a decline in vocabulary, pronunciation, and overall speaking fluency and accuracy. Conversely, Krishnan (2020) found that learners viewed free online resources as valuable tools for improving their English skills, including reading, conversation, pronunciation, and vocabulary. These resources foster a motivating learning environment, enhance analytical and critical thinking skills, and promote social interaction among teachers, peers, and other participants. Thus, while e-learning presents challenges for students in mastering pronunciation, it also offers opportunities for growth through accessible online resources.

This study seeks to address the following questions: 1) What are the students' pronunciation activities during their self-study? 2) What kinds of problems do students primarily encounter in their pronunciation activities? 3) How do students minimize their pronunciation problems?

## Literature Review

### *The Importance of Pronunciation*

Pronunciation is crucial for effective communication, as incorrect pronunciation can lead to misunderstandings and negative impressions. Suwartono (2006: 41) emphasizes that pronunciation is an integral part of language, given that language is fundamentally spoken. For non-native English speakers, pronunciation often presents the most significant and complex challenge when learning English. A common mistake among international students studying English as a foreign language is neglecting proper pronunciation. Many students underestimate its importance, viewing it as less critical than other aspects of English, such as grammar, lexicology, and vocabulary.

Mispronunciations or improper intonation frequently result in communication breakdowns. In English, many words have similar pronunciations but different meanings. For example, consider the pairs: "shit" and "sheet," "sit" and "seat," "dessert" and "desert," "sent" and "cent," "find" and "fine," "ball" and "bawl," "they're" and "there," "beach" and "bitch," and "advise" and "advice." Mastering correct pronunciation not only enhances communication but also adds value to the speaker. When people hear teachers speaking English fluently, what impresses them the most? Is it the teachers' grammar, vocabulary, or pronunciation? The answer is undoubtedly pronunciation, as it is a central aspect of effective speaking. Therefore, it is evident that pronunciation should not be underestimated; it must be prioritized in the process of learning English. Students should dedicate as much time and attention to pronunciation as they do to grammar and vocabulary.

### *Concept of Self-Study*

Self-study, as defined by the Cambridge Dictionary, refers to a method of learning that involves studying a subject independently at home rather than in a classroom setting with a teacher. Moore (1984), as cited in Sagitova (2014), elaborates that self-study encompasses the extent to which students independently seek materials, resources, strategies, and activities to enhance their skills or abilities. In the teaching-learning process, students, rather than teachers, determine their goals, learning procedures, resources, and evaluation methods. This autonomy makes self-study an effective way for students to direct their learning, as it allows them to pursue topics that genuinely interest them.

The concept of self-study is closely related to self-regulated learning, which is the ability to activate and manage one's thoughts (cognition), feelings (affection), and actions (behavior) systematically and repeatedly to achieve specific learning goals (Sutikno, 2013). Self-regulated learning empowers individuals to take charge of their educational activities. This approach involves

a cyclical process where students monitor the effectiveness of their learning strategies and make adjustments as needed, ranging from overt changes in their methods to refining their approaches (Zimmerman, 1990). In this context, self-regulated learning is a proactive process in which students engage their thoughts, feelings, and actions to meet the goals set by educators.

## **Method**

This study employed a survey design, a research method that utilizes questionnaires as the primary instrument for data collection (Creswell, 2013). According to Brewer (2009), the survey method is effective for gathering information about population groups, allowing researchers to learn about their characteristics, opinions, attitudes, and experiences. The primary aim of this research was to identify the challenges students face with pronunciation during their self-study. The study focused on the entire population of students from the English Education Study Program, class of 2019, at Pattimura University, comprising approximately 70 students. As noted by Arikunto (2006), when the population is below 100, it is appropriate for the researcher to use the entire population as a sample, ensuring that the data collected is concrete and reliable. Thus, the sample for the closed-ended questionnaire consisted of all 70 English Education students.

The questionnaire was adapted from existing literature on students' difficulties with pronunciation, drawing from sources such as Brown (2004), Lasabuda (2016), and Dinata, Rahzianta, & Sianudin (2016). It comprised 15 questions, with questions 1-5 addressing research question 1, questions 6-10 addressing research question 2, and questions 11-15 addressing research question 3. All questions were written in Bahasa Indonesia and distributed through Google Forms to the 70 students. The closed-ended questionnaire utilized a modified Likert scale with four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each response was assigned a score, with Strongly Agree receiving a score of 4, Agree a score of 3, Disagree a score of 2, and Strongly Disagree a score of 1, as outlined by Sugiyono (2016). The data collected from the questionnaire will be analyzed using descriptive statistics, following the formula proposed by Khotari (2004), to provide a clear understanding of the students' pronunciation challenges.

## **Findings**

This study aimed to explore the pronunciation practices of students during self-study, particularly in the context of the pandemic. By distributing an online questionnaire to 70 students, the researcher sought to understand the activities students engage in to improve their pronunciation, the challenges they encounter, and the strategies they employ to overcome these



difficulties. The responses were categorized into three main areas: (1) students' pronunciation activities during self-study, (2) the problems they face in pronunciation, and (3) the methods they use to minimize these issues.

***Students' Pronunciation Activities During Self-Study in Pandemic Situations***

To understand how students engaged in pronunciation practice during self-study, the questionnaire included items that assessed their preferred activities. The results reveal the various methods students utilized to enhance their pronunciation skills while navigating the challenges of remote learning.

**Table 1. Students' Pronunciation Activities**

Statement	Participants	SA (%)	A (%)	D (%)	SD (%)
I listen to English songs to practice my pronunciation	70	39 (55.7)	31 (44.3)	0	0
I watch English movies/role plays to practice my pronunciation	70	36 (51.4)	32 (45.7)	2 (2.9)	0
I listen to English podcasts to practice my pronunciation	70	16 (22.9)	48 (68.6)	6 (8.6)	0
I watch English speeches and seminars to practice my pronunciation	70	15 (21.4)	36 (51.4)	18 (25.7)	1 (1.4)
I watch English news programs to practice my pronunciation	70	15 (21.4)	30 (42.9)	23 (32.9)	2 (2.9)

The data from items 1-5 reveals that students engage in various activities to improve their pronunciation during self-study in pandemic situations. Notably, listening to English songs emerged as the most popular activity, with 55.7% of students strongly agreeing and an additional 44.3% agreeing that they utilize this method. This suggests that music is a favored tool for students, likely due to its engaging nature and the opportunity it provides for repeated exposure to pronunciation in a fun context.

Similarly, watching English movies and role plays was also highly favored, with over 90% of students expressing agreement. These activities not only help with pronunciation but also expose students to conversational contexts, intonation, and cultural nuances in language use.

In contrast, while listening to English podcasts was less popular, with only 22.9% strongly agreeing, a significant 68.6% still indicated agreement. This suggests that podcasts are valued for their informative content and the opportunity they provide for auditory learning, even if they are not the primary choice for most students.

### ***Students' Problems Encountered in Pronunciation Activities***

To gain insight into the challenges students face in their pronunciation activities, the questionnaire included items that addressed specific problems encountered during practice. The following results highlight the most significant issues reported by students.

**Table 2. Students' Problems**

<b>Statement</b>	<b>Participants</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
I find it difficult to distinguish vocabulary that is pronounced almost the same way.	70	27 (38.6)	41 (58.6)	1 (1.4)	1 (1.4)
I rarely practice speaking in English, so when I speak, my pronunciation is still wrong.	70	13 (18.6)	38 (54.3)	19 (27.1)	0
Lack of vocabulary makes it difficult to learn new words in pronouncing them.	70	13 (18.6)	49 (70.0)	8 (11.4)	0
When speaking in English, I am affected by my regional accent, causing me to mispronounce words.	70	5 (7.1)	29 (41.4)	35 (50.0)	1 (1.4)
I find it difficult to pronounce a new word when I first hear or read it.	70	11 (15.7)	47 (67.6)	12 (17.1)	0

The data from items 6-10 indicates that students face several significant challenges in their pronunciation activities. The most prominent issue is the difficulty in distinguishing vocabulary that is pronounced similarly, with 97.2% of participants either strongly agreeing or agreeing. This suggests that phonetic similarities in English can create confusion for learners, making it challenging to master pronunciation.

Additionally, a notable number of students reported that infrequent speaking practice leads to persistent pronunciation errors, highlighting the importance of regular speaking opportunities in language learning. The impact of regional accents on pronunciation was also a concern for many, indicating that students may struggle with standard pronunciation due to their native dialects.

### ***Strategies Employed to Minimize Pronunciation Issues***

To address the challenges faced in pronunciation, the questionnaire also explored the strategies students employ to improve their skills. The following results illustrate the methods students find effective in overcoming pronunciation difficulties.

**Table 3. Strategies Students Employ to Improve their Skills**

Statement	Participants	SA (%)	A (%)	D (%)	SD (%)
I practice speaking with friends or family to improve my pronunciation.	70	25 (35.7)	40 (57.1)	5 (7.1)	0
I use language learning apps to practice my pronunciation.	70	20 (28.6)	45 (64.3)	5 (7.1)	0
I record myself speaking to identify pronunciation errors.	70	18 (25.7)	42 (60.0)	10 (14.3)	0
I seek feedback from teachers or peers on my pronunciation.	70	30 (42.9)	35 (50.0)	5 (7.1)	0
I practice pronunciation drills or exercises regularly.	70	15 (21.4)	50 (71.4)	5 (7.1)	0

The results from items 11-15 reveal that students employ a variety of strategies to enhance their pronunciation skills. Practicing with friends or family is a common approach, with 92.8% of participants indicating agreement. This suggests that social interaction plays a crucial role in language practice, providing a supportive environment for learners to experiment with pronunciation.

The use of language learning apps is also prevalent, with 92.9% of students finding them helpful for pronunciation practice. This reflects the growing trend of utilizing technology in language learning, which offers interactive and engaging ways to improve skills.

Recording oneself speaking is another effective strategy, as it allows students to self-assess and identify areas for improvement. Additionally, seeking feedback from teachers or peers is valued, indicating that constructive criticism is an important component of the learning process.

## Discussion

This study examined the pronunciation practices of English Department students during self-study, particularly in the context of the pandemic. Proper pronunciation is essential for these students, and many turned to self-study to enhance their skills. The findings reveal that all participants engaged in listening to English songs as a primary activity for practicing pronunciation. This approach not only motivates students but also helps them relax, facilitating memorization and practice of utterances.

Moreover, a significant majority of students—97.1%—reported that watching English movies or role plays was an effective way to improve their pronunciation. They noted that these activities expose them to natural conversation and body language, making the learning process both enjoyable and educational. As Handayani (2017) suggests, watching movies enables students to repeat vocabulary and mimic expressions, which reinforces their learning.

Listening to English podcasts also received substantial support, with 91.7% of students agreeing that this activity aids their pronunciation practice. Podcasts provide diverse topics that engage students and enhance their focus on pronunciation and intonation (Dick, 2005). In contrast, activities such as watching English seminars or news programs were less favored, with only 27.1% and 35.8% of students expressing interest, respectively. While these options were seen as less engaging, they may still serve as supplementary resources for pronunciation practice.

The study also identified several challenges that students face in their pronunciation practice. The most significant issue, reported by 97.2% of participants, was the difficulty in distinguishing vocabulary with similar pronunciations. Many attributed this confusion to the fast and unclear speech of native speakers, as well as variations in accents from different media sources. This observation aligns with Harmer's (2007) assertion that students often struggle to perceive the pronunciation features they need to reproduce accurately.

Additionally, 88.9% of students indicated that a limited vocabulary hinders their ability to learn and pronounce new words correctly. This lack of familiarity can lead to confusion, especially when encountering difficult or unfamiliar words in context (Thornbury, 2004). Another challenge was the infrequent practice of speaking in English, with 75.3% of respondents agreeing that this lack of practice contributed to ongoing pronunciation errors. The absence of guidance from teachers or peers can diminish motivation and hinder progress, reinforcing the idea that "practice makes perfect" (Szyska, 2017).

Interestingly, half of the respondents (50%) noted that their regional accent posed only a minor issue, as they felt their pronunciation was clear enough to be understood. This finding aligns with Derwing and Munro (2015), who state that learners often retain features of their first language when acquiring a new language. Overall, students face challenges primarily related to distinguishing similar-sounding vocabulary, limited vocabulary knowledge, infrequent speaking practice, and minor concerns about regional accents.

To address these challenges, students employed various strategies. A notable 91.5% of participants used online dictionary applications to verify the accuracy of their pronunciation. Popular resources included the Cambridge Dictionary and Google Translate, which provide

reliable phonetic guidance during self-study. Repetition of English songs was another effective strategy, with 91.5% of students finding it beneficial. The rhythm and melody of songs help students retain pronunciation patterns, creating a relaxed learning atmosphere (O'Malley, 2022).

Furthermore, 80% of students reported memorizing words, sentences, or dialogues from their chosen sources, which aids in pronunciation practice. This method allows students to control their learning pace and repeatedly practice challenging phrases (Handayani, 2017). Seeking peer support was also common, with 82.8% of students agreeing that practicing with friends, whether online or in person, enhanced their learning experience. Collaborating with peers provides immediate feedback and fosters shared learning (Kaymangkamoglu & Atmaca, 2016).

Finally, 67% of students recorded their pronunciation to facilitate self-reflection. Listening to their recordings allows them to identify errors and make necessary corrections, reinforcing their learning process.

In conclusion, students employed a range of effective strategies, including the use of online dictionaries, repetition of songs, memorization, peer collaboration, and self-recording, to overcome their pronunciation challenges during self-study. These methods align with Syszka's (2015) findings, which highlight practical approaches for EFL students to enhance their pronunciation skills. The study underscores the importance of engaging activities and supportive strategies in helping students improve their pronunciation in a self-directed learning environment.

## **Conclusion and Suggestions**

### **Conclusion**

This study provides valuable insights into the pronunciation practices of English Department students during self-study in the context of the COVID-19 pandemic. The findings indicate that students actively engage in various activities, such as listening to English songs, watching movies, and utilizing online resources, to enhance their pronunciation skills. These activities not only serve as enjoyable methods of practice but also expose students to authentic language use, which is crucial for developing their pronunciation abilities. However, students face several challenges, including difficulties in distinguishing similar-sounding vocabulary, limited vocabulary knowledge, and infrequent speaking practice, which hinder their progress. Despite these obstacles, students have developed effective strategies to mitigate these issues. By utilizing online dictionaries, practicing with peers, and self-recording their pronunciation, they demonstrate a proactive approach to their learning. This research underscores the critical role of self-study in language acquisition and highlights the importance of pronunciation as a fundamental component

of effective communication. Ultimately, the study emphasizes that while self-directed learning can present challenges, it also offers significant opportunities for students to enhance their language skills.

### **Suggestions**

To further support students in improving their pronunciation skills, educators should consider integrating more interactive and engaging resources into their teaching methods. This could include incorporating multimedia tools, such as educational videos, language learning apps, and interactive online platforms that facilitate pronunciation practice in a fun and engaging manner. Additionally, fostering collaborative projects that promote peer interaction can create a supportive learning environment where students feel comfortable practicing their pronunciation. Providing structured feedback and opportunities for regular speaking practice is also essential; this could involve creating small group discussions or language exchange programs where students can practice speaking with their peers in a low-pressure setting. Furthermore, institutions may benefit from offering specialized workshops focused on pronunciation and oral communication skills, which can complement self-study efforts and provide targeted guidance. By promoting a combination of enjoyable activities, structured instruction, and collaborative learning, educators can better equip students to master pronunciation and enhance their overall English language proficiency. Ultimately, a holistic approach that combines self-study with guided practice and peer interaction will empower students to overcome their pronunciation challenges and improve their confidence in using the English language effectively.

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## The Correlation Between Listening Comprehension and Speaking Ability Among EFL Students

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### Abstract

This study aimed to investigate the correlation between listening comprehension and speaking ability among students at the English Department of Pattimura University, batch 2018. A quantitative correlational research design was employed, and data was collected through score documentation and a questionnaire. The findings revealed a positive and significant correlation between listening comprehension and speaking ability, with a correlation coefficient ( $r$ ) of 0.608. The study concludes that listening comprehension is a crucial predictor of speaking ability and suggests that language teachers should provide ample opportunities for students to engage in listening activities to improve their overall speaking proficiency. Further research is recommended to explore other factors that may influence speaking ability beyond listening comprehension.

**Keywords:** *Listening Comprehension, Speaking Ability, EFL, Correlation, Pronunciation*

### Introduction

Proficiency in the English language has become increasingly vital in the current global landscape, as it serves as a lingua franca for various spheres, including technology, education, economics, and diplomacy (Crystal, 2003). As one of the core language skills, speaking plays a crucial role in language learning, as it enables learners to effectively express their ideas, share information, and engage in meaningful interactions with others (Liando et al., 2018). Mastering speaking skills is, therefore, a primary goal for many language learners. However, for English as a Foreign Language (EFL) students, the development of strong speaking abilities can pose a significant challenge.

One factor that has been widely recognized as a key contributor to speaking proficiency is listening comprehension. Extensive research has explored the relationship between these two language skills, suggesting that the development of listening skills is fundamental to the acquisition of speaking proficiency (Rost, 1994; Doff, 1988). Listening not only provides language input, but it also enables learners to absorb and internalize various linguistic elements, such as vocabulary, grammar structures, and pronunciation patterns, which they can then employ in their own speech production (Newton & Nation, 2009). This interdependence between listening and speaking skills

underscores the importance of understanding the nature of their relationship in the context of language learning.

While the correlation between listening comprehension and speaking ability has been extensively studied, the existing research has primarily focused on EFL learners at the high school or university preparatory levels (Pinem, 2014; Celik & Yafuz, 2015). Less is known about the nature of this relationship among EFL students at the university level, particularly those who have progressed through various levels of language courses. Furthermore, the existing literature has often examined the overall correlation between the two language skills, without delving deeply into the specific aspects of speaking that are influenced by listening comprehension.

Understanding the extent to which listening comprehension correlates with different elements of speaking, such as pronunciation, grammar use, vocabulary, and fluency, can provide valuable insights for language teaching and learning (Harmer, 2007; Doff, 1988). This nuanced understanding can help inform instructional practices and strategies that target the specific areas of speaking that are most influenced by listening skills, ultimately enhancing the overall communicative competence of EFL learners.

This study aims to contribute to the existing body of knowledge by investigating the correlation between listening comprehension and speaking ability among EFL students at the English Department of Pattimura University, batch 2018. Specifically, the study seeks to answer the following research question:

1. Is there a correlation between listening comprehension and speaking ability among students at batch 2018 in the English Department?

By addressing this research question, the study will provide insights into the relationship between these two crucial language skills, with the potential to inform language teaching practices and help EFL learners develop their overall communicative competence. The findings of this study will build upon the existing literature on the correlation between listening and speaking, while also contributing to a deeper understanding of the specific aspects of speaking that are influenced by listening comprehension among university-level EFL students.

## **Literature Review**

### ***Listening Comprehension in the EFL Context***

Listening is a complex cognitive process that involves the reception, interpretation, and understanding of spoken language (Helgesen & Brown, 2007). In the context of EFL learning, listening comprehension is a crucial skill, as it provides learners with the necessary input to develop

their language proficiency (Rost, 1994). Successful listening requires the integration of various factors, including attention, background knowledge, and the ability to comprehend the meaning of the spoken message (Doff, 1988).

The process of listening involves several stages, including hearing, understanding, remembering, evaluating, and responding (Farrel, as cited in Liando et al., 2018). Learners engage in both top-down and bottom-up processes to make sense of the spoken language, utilizing their prior knowledge and the information provided in the input (Farrel, as cited in Liando et al., 2018). Numerous studies have highlighted the importance of listening in EFL learning, emphasizing that the development of listening skills is the key to achieving proficiency in speaking (Dunkel, as cited in Liando et al., 2018). Listening exercises also allow teachers to draw learners' attention to new language forms, such as vocabulary, grammar, and interaction patterns (Rost, 1994). However, EFL learners may face various challenges in listening comprehension, including difficulties with unfamiliar sounds, new vocabulary, and complex grammatical structures (Penny Ur, as cited in Liando et al., 2018), which can subsequently impact their speaking ability.

### ***Speaking Ability in the EFL Context***

Speaking is a productive language skill that involves the expression of ideas, opinions, and feelings through the use of words and sounds (Hornby, 1995). In the EFL context, speaking is often considered the hallmark of language learning, as it allows learners to engage in meaningful communication and demonstrate their language proficiency (Horwitz, as cited in Azizah, 2013). Speaking ability encompasses several key elements, including pronunciation, grammar, vocabulary, and fluency (Douglas Brown, as cited in Liando et al., 2018). Learners must develop competence in these areas to communicate effectively in the target language. Additionally, speaking can take various forms, such as imitative, intensive, responsive, transactional, interpersonal, and extensive (monologue) (Douglas Brown, as cited in Liando et al., 2018).

The importance of speaking in EFL learning is widely recognized, as it provides learners with the opportunity to apply their language knowledge in real-world contexts (Liando et al., 2018). However, EFL learners may face various challenges in developing their speaking ability, such as lack of vocabulary, grammatical errors, and psychological barriers like anxiety and lack of self-confidence (Xinghua, as cited in Liando et al., 2018). These challenges can hinder the development of speaking proficiency and emphasize the need for a deeper understanding of the factors that contribute to successful speaking performance.

### ***The Correlation between Listening Comprehension and Speaking Ability***

Numerous studies have explored the relationship between listening comprehension and speaking ability, suggesting a strong correlation between these two language skills (Pinem, 2014; Celik & Yafuz, 2015; Tamador, 2017; Azizah, 2014; Demir, 2017). The research conducted by Pinem (2014) revealed a positive, though low, correlation between listening and speaking ability among high school students, suggesting that while listening is not the sole predictor of speaking success, it does contribute to the development of speaking skills. Similarly, Azizah's (2014) study on EFL students at the university level found a significant correlation between listening comprehension and speaking ability, with a medium-level correlation coefficient.

Celik and Yafuz's (2015) study on university-level preparatory students also demonstrated a slight relationship between listening and speaking grades, while Abu-Snoubar's (2017) research explored gender differences in the correlation between listening and speaking, finding a positive relationship and statistically significant differences based on gender. Additionally, Demir's (2017) study at Frat University, Turkey, found that listening skill is a significant predictor of speaking skill, accounting for 57% of the variance in speaking self-efficacy. These findings are supported by the theoretical perspectives of experts such as Cross (1992), Rost (1994), and Doff (1988), who emphasize the crucial role of listening in the development of speaking skills.

### **Method**

This study employed a quantitative correlational research design to investigate the relationship between listening comprehension and speaking ability among EFL students at the English Department of Pattimura University, batch 2018. The participants were 40 students who were selected using random sampling, as they had all completed the Academic Listening and Academic Speaking courses.

The data for this study was collected through two instruments: score documentation and a questionnaire. The researcher obtained the students' Academic Listening and Academic Speaking course scores from the English Department office, with permission from the head of the department and the lecturers who taught the courses. The score data was then analyzed using the Pearson product-moment correlation formula to determine the correlation between listening comprehension and speaking ability.

Additionally, the researcher developed a questionnaire with 20 items, focusing on the four aspects of speaking (pronunciation, grammar use, vocabulary, and fluency) and their correlation with listening comprehension. The students were asked to indicate their level of agreement with

each statement on a 5-point Likert scale. The questionnaire data was analyzed using the percentage formula to determine the extent to which listening comprehension influenced the specific aspects of speaking.

## Findings

### *Descriptive Statistics of Listening Comprehension and Speaking Ability*

To provide a comprehensive understanding of the data, the researcher first examined the descriptive statistics for the students' listening comprehension and speaking ability scores. The results are presented in Table 1.

**Table 1. Descriptive Statistics of Listening Comprehension and Speaking Ability**

	N	Minimum	Maximum	Mean	Std. Deviation
Listening Comprehension	40	57	92	82.23	8.95
Speaking Ability	40	57	90	82.18	9.04

As shown in Table 1, the mean score for listening comprehension was 82.23 (SD = 8.95), and the mean score for speaking ability was 82.18 (SD = 9.04). The minimum and maximum scores for both variables indicate a wide range of performance among the students, with the lowest score being 57 and the highest score being 92 for listening comprehension, and 57 and 90 for speaking ability, respectively.

The relatively high mean scores for both listening comprehension and speaking ability suggest that the students in the sample generally demonstrated proficiency in these language skills. However, the standard deviations indicate a notable degree of variability within the group, suggesting that there were individual differences in the students' performances.

### *Correlation between Listening Comprehension and Speaking Ability*

To address the primary research question, the researcher conducted a Pearson product-moment correlation analysis to determine the relationship between listening comprehension and speaking ability. The results are presented in Table 2.

**Table 2. Correlation between Listening Comprehension and Speaking Ability**

	Listening Comprehension	Speaking Ability
Listening Comprehension	1	0.608**
Speaking Ability	0.608**	1

Correlation is significant at the 0.01 level (2-tailed).

The analysis revealed a positive and statistically significant correlation between listening comprehension and speaking ability ( $r = 0.608$ ,  $p < 0.01$ ). This indicates that there is a moderate, positive relationship between the two variables, suggesting that higher levels of listening comprehension are associated with higher levels of speaking ability among the EFL students in the sample.

## Discussion

The findings of this study align with the existing body of research on the relationship between listening comprehension and speaking ability in the EFL context. The positive and significant correlation between the two variables observed in this study is consistent with the findings of previous studies conducted by prominent researchers in the field.

For instance, Pinem's (2014) research revealed a positive, though low, correlation between listening and speaking ability among high school students, suggesting that while listening is not the sole predictor of speaking success, it does contribute to the development of speaking skills. Similarly, Azizah's (2014) study on EFL students at the university level found a significant correlation between listening comprehension and speaking ability, with a medium-level correlation coefficient, akin to the findings of the current investigation.

The medium-level correlation coefficient ( $r = 0.608$ ) observed in the present study indicates that listening comprehension is an essential predictor of speaking ability, contributing to approximately 37% of the variance in speaking performance. This finding aligns with the theoretical perspectives of scholars such as Newton and Nation (2009) and Rost (1994), who have emphasized the fundamental role of listening in the acquisition of speaking proficiency. As listening provides the necessary language input and exposure, learners can then effectively apply this knowledge in their own speech production, thus enhancing their overall speaking ability.

The questionnaire results further elucidate the specific aspects of speaking that are influenced by listening comprehension. The finding that pronunciation was the most significantly influenced aspect aligns with the theoretical perspectives of experts such as Cross (1992) and Harmer (2007), who have highlighted the role of listening in the development of appropriate pronunciation, intonation, and stress patterns.

The influence of listening comprehension on other speaking aspects, such as grammar use, vocabulary, and fluency, although not as pronounced as its impact on pronunciation, is also consistent with the existing literature. As noted by Newton and Nation (2009) and Doff (1988),

listening provides learners with exposure to a range of language structures, vocabulary, and fluency patterns, which they can then incorporate into their own speaking performances.

However, it is important to note that while listening comprehension is a significant factor in the development of speaking ability, it is not the sole predictor. As highlighted by Pinem (2014), other variables, such as learners' individual differences, motivation, and language exposure, may also contribute to the success of their speaking performance. This underscores the complex and multifaceted nature of speaking development, which extends beyond the influence of listening comprehension alone.

## **Conclusion and Suggestions**

### **Conclusion**

This study investigated the correlation between listening comprehension and speaking ability among EFL students at the English Department of Pattimura University, batch 2018. The findings revealed a positive and significant correlation between the two variables, with a medium-level correlation coefficient ( $r = 0.608$ ). This suggests that listening comprehension is a crucial predictor of speaking ability, contributing to approximately 37% of the variance in speaking performance.

The results of this study align with the existing literature on the relationship between listening and speaking in the EFL context, emphasizing the fundamental role of listening in the development of speaking proficiency. The positive and significant correlation observed in this investigation underscores the interdependence between these two core language skills, indicating that the enhancement of listening comprehension can lead to tangible improvements in speaking ability. This relationship is particularly pronounced in the realm of pronunciation, where the questionnaire results revealed that a substantial majority of the students (83.5%) agreed that listening comprehension influenced this critical aspect of speaking. However, the findings also suggest that listening comprehension plays a significant role in shaping other elements of speaking, such as grammar use, vocabulary, and fluency, though to a lesser degree than its impact on pronunciation.

Taken together, these results highlight the importance of providing EFL learners with ample opportunities to engage in listening activities as a means of cultivating their overall communicative competence. By fostering the development of listening skills, language instructors can create a solid foundation for the acquisition of speaking proficiency, ultimately empowering students to become more effective and confident communicators in the target language.

## Suggestions

Based on the findings of this study, it is recommended that EFL students actively engage in a variety of listening activities to enhance their language learning and speaking development. Activities such as watching English movies, listening to English songs, and tuning into podcasts and news reports can provide valuable exposure to the target language and its diverse linguistic elements. Additionally, students should focus on improving their pronunciation through dedicated listening practice, as this aspect was found to be significantly influenced by listening comprehension.

The results of this study highlight the necessity for language instructors to incorporate more listening activities into their classrooms. By ensuring that students are exposed to a diverse range of spoken language input prior to engaging in speaking tasks, teachers can create opportunities for students to absorb vocabulary, grammatical structures, and pronunciation patterns that can be effectively applied in their own speech production. Furthermore, instructors should provide targeted feedback and guidance on students' pronunciation, grammar, vocabulary, and fluency. Utilizing insights gained from this study, teachers can tailor their instructional approaches to better address the specific areas of speaking that are influenced by listening comprehension.

This study contributes to the existing body of knowledge on the correlation between listening comprehension and speaking ability in the EFL context. However, further research is recommended to explore other factors that may influence speaking ability beyond listening comprehension, such as individual differences, motivation, and language exposure. Additionally, future investigations could delve deeper into the relationship between listening comprehension and specific aspects of speaking, examining the nuances of this correlation in greater detail. Longitudinal studies would also be valuable for understanding the developmental trajectory of the relationship between listening and speaking skills among EFL learners, providing insights that could inform more targeted and effective language teaching and learning strategies.

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## Developing English Vocabulary Materials Based on Moluccas Content for Elementary School Students

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### Abstract

This study aimed to develop English vocabulary materials based on Moluccas content for elementary school students. The research used a Research and Development (R&D) design, adapting the Borg and Gall model. The study was conducted in five main steps: research and information collecting, planning, developing a preliminary form of the product, preliminary field testing, and main product revision. The preliminary field testing involved expert validation, which resulted in a score of 76.6%, indicating the materials were appropriate for use. The developed materials covered vocabulary related to Moluccan themes such as traditional fruits (rujak), local animals, the World Peace Gong site, traditional Moluccan clothing, and Moluccan heroes. The study concluded that the English vocabulary materials based on Moluccas content were successfully developed and can be an effective teaching resource for elementary students in the region.

**Keywords:** *Material Development, Vocabulary, Moluccas Content, Elementary School Students*

### Introduction

Materials are an essential part of the language learning process, as they can significantly influence the way students acquire a language (Tomlinson, 1998). Vocabulary, in particular, is a critical component of English language learning, as it forms the foundation for effective communication (Hatch & Brown, 1995). Early language learning, or the "critical" or "sensitive" period for vocabulary acquisition, is a crucial time for young learners, as they can easily pick up and remember new words during this stage (Oyama, 1976).

Several studies have highlighted the benefits of incorporating local content into teaching materials. For example, Kailuhu's (2020) research on developing reading materials based on tourism spots in Maluku found that students gave positive feedback on the new materials. Similarly, Latumahina's (2017) study on developing English vocabulary materials based on songs for third-grade students in Ambon demonstrated that this approach could increase and improve young learners' vocabulary. These studies suggest that tailoring language learning materials to students' local environment and experiences can enhance their engagement and vocabulary acquisition. Building on these findings, the present study aims to develop English vocabulary materials based on Moluccas content for elementary school students. The Moluccas, also known

as the Maluku Islands, is a province in eastern Indonesia with a rich cultural heritage and unique local resources, making it an ideal context for this research.

Vocabulary is a crucial aspect of language learning, as it enables learners to express their ideas, communicate effectively, and understand others (Borisai et al., 2016). For young learners, vocabulary acquisition is particularly important, as it lays the foundation for developing other language skills, such as reading, writing, and speaking (Cameron, 2001). By incorporating vocabulary related to the learners' local environment and experiences, the materials developed in this study aim to enhance students' engagement, interest, and overall language proficiency.

The primary research question guiding this study is:

1. RQ1: How is the theoretical validity of the designed English vocabulary materials based on Moluccas content for elementary school students?

To address this question, the study employed a Research and Development (R&D) approach, adapting the Borg and Gall (1983) model, which is a well-established methodology for developing and validating educational products. The significance of this study lies in its potential to provide a valuable resource for English language teachers in the Moluccas region.

## Literature Review

### *The Essence of Material Development*

Material development is a crucial aspect of language learning, as it can influence the way students acquire a language. According to Tomlinson (1998), materials are "anything that is used to help teach language learners." This includes textbooks, handouts, videos, and other resources used in the language learning process. Material development is an academic field that investigates the principles and procedures involved in the design, writing, implementation, evaluation, and analysis of these materials (Azarnoosh et al., 2016).

As material developers, teachers play a vital role in ensuring that the provided materials are effective and align with their students' needs. Tomlinson (in Azarnoosh et al., 2016) emphasizes that teachers should become material developers, continuously evaluating, adapting, and complementing the materials to find the most effective ways to implement them in the learning process. This approach is essential, as materials developers are responsible for providing language input and creating opportunities for language experiences that promote language learning.

Material development can also be a valuable tool for helping teachers understand and implement learning theories, as well as support their personal and professional development (Tomlinson in Azarnoosh et al., 2016). By engaging in the material development process, teachers

can deepen their understanding of language acquisition principles and apply them more effectively in their teaching practices.

### ***The Principles of Material Development***

According to Tomlinson (2011), there are several principles that should guide the development of suitable materials for language learning. While the author outlines 16 principles, this study will focus on the three most relevant to the current research.

The first principle states that materials should achieve impact, which means they should have a real effect on learners by capturing their curiosity, interest, and attention (Tomlinson, 2011). The second principle suggests that materials should help learners feel at ease, which can be achieved by creating a comfortable learning environment with appropriate text, illustrations, and references to the learners' own culture (Tomlinson, 2011). The third principle emphasizes that materials should help learners develop confidence, which can be accomplished by providing activities that challenge and stimulate them, encouraging the use and development of their existing linguistic skills (Tomlinson, 2011).

Additionally, Tomlinson (2011) emphasizes that the content being taught should be perceived by learners as relevant and useful, and that materials should require and facilitate learner self-investment, providing choices, topic control, and engaging learner-centered discovery activities. These principles are essential in ensuring that the developed materials effectively support language learning and meet the needs of the target audience.

### ***Vocabulary and Young Learners***

Vocabulary is a fundamental component of English language learning, as it forms the basis for effective communication and understanding (Hatch & Brown, 1995). Cameron (2001) defines vocabulary as "about learning words; children are not only learning expected to know the words, but also they have to know the meaning of the words." Without a solid vocabulary foundation, learners would struggle to convey their ideas and comprehend others (Borisai et al., 2016).

For young learners, vocabulary acquisition is particularly crucial, as it takes place during the "critical" or "sensitive" period, when children can easily pick up and remember new words (Oyama, 1976). This age-specific characteristic of language learning suggests that early exposure to vocabulary can have a significant impact on students' overall language development.

Moreover, the characteristics of young learners, such as their cognitive stage, language competence, and social awareness, should be considered when developing vocabulary materials

(Piaget, 1920; Scott & Ytreberg, 1990). By understanding the unique needs and abilities of young learners, material developers can create materials that effectively support vocabulary acquisition and facilitate language learning.

## Method

This study employed a Research and Development (R&D) design, adapting the Borg and Gall (1983) model to develop English vocabulary materials based on Moluccas content for elementary school students. The Borg and Gall model is a well-established methodology in educational research, used to develop and validate educational products.

The study was conducted in five main steps. First, the research and information collecting stage involved gathering data on students' and teachers' needs, and selecting relevant topics based on the Moluccas content. Second, the planning stage focused on observing the chosen topics and developing pre-, while-, and post-activities. Third, the developing a preliminary form of the product stage involved creating the initial form of the materials.

The fourth stage, preliminary field testing, was crucial in validating the developed materials. In this stage, the initial materials were evaluated by an expert who is familiar with material development. The expert assessment covered four main aspects: content, language, presentation, and graphics. The expert used a 4-point Likert scale to evaluate each aspect, with 1 representing "strongly disagree" and 4 representing "strongly agree."

Finally, the main product revision stage involved incorporating the expert's feedback to improve the materials. The overall score from the expert validation was used to determine the theoretical validity of the developed materials.

To interpret the results of the expert validation, the following table was used:

**Table 1. Score Interpretation**

Score Range	Interpretation
0% - 25%	Highly Invalid
26% - 50%	Invalid
51% - 75%	Valid
76% - 100%	Highly Valid

The total maximum score that could be obtained from the expert validation was 60 (15 statements x 4 points). The researcher calculated the percentage of the obtained score using the following formula:

$$Result = (Total\ Score\ Result / Total\ Maximum\ Score) \times 100\%$$

## Findings

The research findings provide valuable insights into the development and validation of the English vocabulary materials based on Moluccas content for elementary school students. The expert validation of the developed materials yielded an overall score of 76.6%, as shown in the detailed table below:

**Table 2. The Results of theoretical Validation**

No.	Statement	Scale				
		1	2	3	4	
<b>Content</b>						
1	The developed material is relevant with the students' environment	-	-	-	✓	
2	The developed material includes activities which are relevant with the students' level	-	-	✓	-	
3	The developed material provides students activities to help them learn English vocabulary	-	-	✓	-	
4	The developed material includes vocabularies that related with topic	-	-	✓	-	
<b>Language</b>						
5	The instructions are relevant with students' cognitive level	-	-	✓	-	
6	The language used is appropriate with the rules of English language	-	-	✓	-	
7	The language used in all units are consistent	-	-	✓	-	
<b>Presentation</b>						
8	The activities of the developed material are presented in good order, from the easiest activity to the most difficult activity	-	-	✓	-	
9	The design of the material is interesting	-	-	✓	-	
<b>Graphics</b>						
10	The placement of title and text are appropriate	-	-	✓	-	
11	The use of font size is appropriate with the needs	-	-	✓	-	
12	The use of font variation (Bold, italic, capitalization, underline) is appropriate	-	-	✓	-	
13	The pictures help students to understand the materials	-	-	✓	-	
14	The pictures are related with the topic	-	-	✓	-	
15	The developed material is printed in good/standard paper	-	-	✓	-	
		<b>Score</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>4</b>

The content-related aspects of the materials received positive evaluations from the expert. The developed materials were deemed relevant to the students' environment, and the activities were considered appropriate for the students' level. The materials were also found to provide effective vocabulary learning activities and include relevant vocabularies related to the Moluccas content. This alignment with the students' local context and experiences is in line with the findings

of previous studies, which suggest that integrating local content into teaching materials can enhance engagement and vocabulary acquisition (Kailuhu, 2020; Latumahina, 2017).

In terms of language, the expert validated that the instructions were relevant to the students' cognitive level, the language used was appropriate to the rules of the English language, and the language used throughout the materials was consistent. These findings indicate that the materials were developed with a strong focus on ensuring the language was accessible and appropriate for the target audience of elementary school students.

The presentation of the materials was also well-received, with the expert finding that the activities were presented in a good order, from the easiest to the most difficult, and the overall design of the materials was considered interesting. This attention to the sequencing and design of the materials suggests that the developers prioritized creating an engaging and well-structured learning experience for the students.

The expert's evaluation of the graphics aspect of the materials was also highly positive. The placement of the title and text were deemed appropriate, the font size and variations were suitable, and the pictures used in the materials were found to be helpful for students' understanding and relevant to the topics. These findings indicate that the materials were developed with a strong emphasis on visual clarity and coherence, which can contribute to a more effective and enjoyable learning experience for the students.

The incorporation of a variety of Moluccan-themed vocabulary, including traditional fruits (rujak), local animals, the World Peace Gong site, traditional Moluccan clothing, and Maluku heroes, further demonstrates the researchers' commitment to creating materials that are tailored to the learners' local context and experiences. This approach aligns with the findings of previous studies, which suggest that integrating local content into teaching materials can enhance students' engagement and vocabulary acquisition (Kailuhu, 2020; Latumahina, 2017).

The positive feedback from the expert validation, coupled with the thoughtful inclusion of Moluccan-themed vocabulary and the alignment with best practices in material development, suggests that the researchers have successfully developed a set of English vocabulary materials that are highly valid and appropriate for use in the elementary school context in the Moluccas region. The expert validation score of 76.6% indicates that the developed materials are highly valid and suitable for the target audience.

## Discussion

The findings of this study demonstrate the successful development of English vocabulary materials based on Moluccas content for elementary school students. The expert validation of the materials yielded an overall score of 76.6%, indicating that the materials are highly valid and appropriate for use in the target context.

One of the key strengths of the developed materials is their alignment with the students' local environment and experiences. The expert validation confirmed that the developed materials are relevant to the students' environment and include activities that are appropriate for their level. This integration of local Moluccan content is in line with the principles of material development outlined by Tomlinson (2011), who emphasizes that materials should be perceived by learners as relevant and useful.

The expert's positive evaluation of the language used in the materials further supports the effectiveness of the development process. The instructions were found to be relevant to the students' cognitive level, the language used was appropriate to the rules of the English language, and the language used throughout the materials was consistent. These findings suggest that the materials were carefully crafted to ensure accessibility and appropriateness for the target audience of elementary school students.

The expert also recognized the strong presentation of the materials, commending the order in which the activities were sequenced, from the easiest to the most difficult, as well as the overall design, which was considered interesting. This attention to the structure and visual elements of the materials aligns with Tomlinson's (2011) principles, which emphasize that materials should help learners feel at ease and develop confidence.

The expert's evaluation of the graphics aspect of the materials was also highly positive. The placement of the title and text, the font size and variations, and the relevance of the pictures were all deemed appropriate and helpful for student understanding. These factors contribute to the overall quality and effectiveness of the materials, as Tomlinson (2011) suggests that materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement.

The incorporation of a diverse range of Moluccan-themed vocabulary, including traditional fruits (rujak), local animals, the World Peace Gong site, traditional Moluccan clothing, and Maluku heroes, further demonstrates the researchers' commitment to creating materials that are tailored to the learners' local context and experiences. This approach is supported by the findings of



previous studies, which suggest that integrating local content into teaching materials can enhance students' engagement and vocabulary acquisition (Kailuhu, 2020; Latumahina, 2017).

## **Conclusion and Suggestions**

### **Conclusion**

This study has successfully developed English vocabulary materials based on Moluccas content for elementary school students, as evidenced by the positive feedback from the expert validation process. The materials were found to be highly relevant to the students' environment, with activities that were considered appropriate for their level. The language used in the materials was also deemed accessible and consistent, while the presentation and graphics aspects were recognized for their engaging and effective design. The incorporation of a diverse range of Moluccan-themed vocabulary, including traditional fruits, local animals, historical sites, traditional clothing, and Maluku heroes, further demonstrates the researchers' commitment to creating materials that are tailored to the learners' local context and experiences. The expert validation score of 76.6% indicates that the developed materials are highly valid and suitable for use in the elementary school context in the Moluccas region. This study contributes to the growing body of research that highlights the benefits of integrating local content into language learning materials, as it can enhance students' engagement, vocabulary acquisition, and overall language proficiency. The successful development of these materials provides a valuable resource for English language teachers in the Moluccas and serves as a model for future efforts to create customized, culturally-relevant teaching materials in other contexts.

### **Suggestions**

Based on the findings and conclusions of this study, several suggestions can be made to further enhance the development and implementation of English vocabulary materials based on Moluccas content. Firstly, it is recommended that the researchers continue to collaborate with local teachers and stakeholders to gather feedback and refine the materials over time. This ongoing engagement with the target audience can help ensure that the materials remain relevant, engaging, and effective for the students. Additionally, the researchers could explore the possibility of expanding the materials to cover a wider range of vocabulary and language skills, such as reading, writing, and speaking, to provide a more comprehensive learning experience for the students. Further research could also investigate the impact of these materials on students' vocabulary acquisition and overall language proficiency, allowing for a more in-depth evaluation of their

effectiveness. The researchers may also consider developing digital or interactive versions of the materials, which could enhance the learners' engagement and facilitate more personalized learning experiences. Finally, the successful model developed in this study could be replicated in other regions of Indonesia or adapted for use in other contexts that seek to integrate local content into language learning materials. By disseminating the findings and sharing the developed resources, the researchers can contribute to the broader field of language education and inspire similar efforts to create culturally-relevant and effective teaching materials.

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## A Grammatical Reference Analysis of Bobby Mook's "FOMO" TED Talk

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### Abstract

This study examines the strategic use of grammatical reference devices, including personal, demonstrative, and comparative references, in Bobby Mook's "FOMO" TED Talk. The analysis aims to elucidate how these linguistic mechanisms contribute to the overall communicative impact and persuasiveness of influential public discourse. Employing a qualitative methodology, the researcher systematically identifies and analyzes the referential patterns present in the talk's transcript. The findings reveal that Mook leveraged personal pronouns to foster audience engagement and a sense of shared experience, demonstrative references to direct attention to key narrative elements, and comparative references to highlight the nuances of the fear of missing out phenomenon. The synergistic interplay of these referential devices enabled Mook to craft a compelling, coherent, and emotionally resonant presentation that resonated with the TED Talk audience. The discussion situates these findings within the broader context of contemporary research on grammatical cohesion and its role in influential public discourse. Suggestions for future research include expanding the analytical framework to a wider corpus of TED Talks, integrating multimodal analysis, and exploring the application of the methodology to other genres of impactful spoken and written communication.

**Keywords:** *Grammatical Cohesion, Reference, TED Talk, Fear of Missing Out (FOMO), Discourse Analysis*

### Introduction

The study of language and communication is a fundamental aspect of human interaction and understanding. Linguistics, as the scientific discipline dedicated to the analysis of language, encompasses both micro-level examinations of linguistic structures as well as macro-level explorations of language use in context. One such area of linguistic inquiry is discourse analysis, which focuses on the cohesive and coherent properties of text and speech.

A key component of discourse cohesion is the system of grammatical reference, as outlined by Halliday and Hasan (1976). Reference devices, including personal pronouns, demonstratives, and comparative expressions, serve to establish connections and unify the flow of a

communicative text. The strategic deployment of such referential elements can significantly impact the overall effectiveness and persuasiveness of a speaker's or writer's message.

The current study seeks to analyze the usage of grammatical reference within the context of a popular TED Talk presentation on the phenomenon of "FOMO" (Fear of Missing Out) delivered by Bobby Mook in 2014. This video, which has garnered over 300,000 views on YouTube, provides a unique opportunity to investigate how referential mechanisms are employed to convey the complexities of this contemporary psychosocial experience.

Existing literature on grammatical cohesion has examined reference patterns in various genres, from song lyrics (Santoso, 2012) to literary works (Imran et al., 2015). However, the application of such analytical frameworks to the persuasive discourse of TED Talks remains underexplored. This research aims to address this gap by providing a detailed examination of personal, demonstrative, and comparative references used by Mook to enhance the communicative impact of his talk on the fear of missing out.

## Literature Review

### *Grammatical Cohesion and Reference*

Cohesion, as defined by Halliday and Hasan (1976), refers to the semantic and structural connections that serve to unify a text and establish its coherence. Within the broader domain of cohesion, the concept of grammatical reference holds particular significance. Reference is a type of cohesive device that allows speakers and writers to point to specific entities, whether persons, objects, locations, or ideas, that have been previously introduced or are implicitly understood within the discourse context.

Halliday (1976) further delineated three primary categories of referential cohesion: personal reference, demonstrative reference, and comparative reference. Personal reference involves the use of pronouns (e.g., I, you, he, she, it, they) to indicate participants in the communicative act. Demonstrative reference, on the other hand, utilizes spatial and temporal deictic expressions (e.g., this, that, here, there, now, then) to verbally "point" to elements within or outside the text. Comparative reference, in contrast, establishes cohesive ties through the use of expressions that signal similarity, difference, or degree (e.g., same, similar, other, different).

The strategic deployment of these referential devices can have a significant impact on the clarity, emphasis, and emotional resonance of a communicative text. Pronouns, for instance, can foster a sense of intimacy and involvement by drawing the audience into the speaker's or writer's perspective. Demonstratives can direct attention to specific entities, helping to structure the

informational flow. Comparatives, in turn, can highlight salient contrasts, encourage deeper reflection, and facilitate the construction of meaning. Collectively, the judicious use of grammatical reference contributes to the overall coherence and effectiveness of a discourse.

### ***Reference in Discourse and Communication***

The role of grammatical reference in discourse and communication has been the subject of extensive scholarly investigation. Santoso's (2012) study of reference patterns in song lyrics, for example, revealed how personal, demonstrative, and comparative referents were strategically employed to convey a range of meanings and emotions. Similarly, Imran et al. (2015) found that personal pronouns in a novel functioned not only to indicate participants but also to establish different narrative perspectives and levels of involvement.

Moving beyond literary and artistic domains, researchers have also explored the use of referential cohesion in other communicative contexts. Warid, Hodairiyah, and Lail (2022) examined reference devices in academic texts, noting how they contributed to the coherence and logical flow of scholarly arguments. Kaloeti et al. (2021) and Aisafitri and Yusrifah (2020), meanwhile, investigated the role of reference in the analysis of psychological phenomena, such as the fear of missing out (FOMO), highlighting how referential expressions could be used to personalize and contextualize complex intrapersonal experiences.

The versatility and multifunctionality of grammatical reference have been well documented across various genres and discursive settings. However, the application of these analytical frameworks to the domain of influential public speeches, such as TED Talks, remains an underexplored area of research. The current study aims to address this gap by examining the use of personal, demonstrative, and comparative references in the "FOMO" TED Talk delivered by Bobby Mook, with the goal of elucidating how speakers leverage these linguistic resources to enhance the communicative impact of their presentations.

### **Method**

This research employed a qualitative methodology to investigate the use of grammatical reference in Bobby Mook's "FOMO" TED Talk. According to Mackey and Gass (2005), qualitative research relied on the collection and analysis of primarily textual data rather than numerical or statistical information. The primary data source for this study was the transcript of the "FOMO" TED Talk, obtained from the official TED Talks website, which served as the foundation for an in-depth analysis of the referential devices used by the speaker.

To conduct the analysis, the researcher systematically reviewed the transcript to identify instances of personal, demonstrative, and comparative references. Each reference was categorized according to its type and the specific linguistic element used (e.g., personal pronoun, demonstrative adjective, comparative adverb). Additionally, quantitative data, such as the frequency of each reference type, were compiled to support the qualitative observations.

The analysis focused on how the identified referential devices contributed to the overall coherence and communicative impact of Mook's presentation. Special attention was given to the ways in which personal, demonstrative, and comparative references engaged the audience, emphasized key ideas, and conveyed the complexities of the fear of missing out phenomenon.

The findings of this analysis were presented and discussed descriptively, with illustrative examples from the transcript to support the researcher's interpretations. The goal was to elucidate the strategic use of grammatical references as a means of enhancing the persuasiveness and effectiveness of influential public discourse, as exemplified by the "FOMO" TED Talk.

## **Findings**

### ***Personal References***

The extensive use of personal pronouns by Mook in the "FOMO" TED Talk transcript served to foster a sense of intimacy and involvement with the audience. The speaker frequently employed first-person singular pronouns such as "I" and "my" to share his own experiences and perspectives, inviting the listeners to view the topic through his lens. This personalization of the narrative helped to establish Mook as a relatable, trustworthy, and authoritative figure on the subject of the fear of missing out.

In addition to the first-person references, Mook made extensive use of second-person pronouns, particularly "you" and "your." By directly addressing the audience in this manner, the speaker was able to draw the listeners into the described scenarios, encouraging them to imagine themselves in the same situations and emotional states. This strategy of audience engagement through personal reference enhanced the immediacy and relevance of the FOMO concept, allowing the audience to better relate to the complex psychological experiences being conveyed.

### ***Demonstrative References***

Mook's strategic deployment of demonstrative references played a crucial role in directing the audience's attention to specific elements within the narrative and constructing vivid, immersive scenarios. Through the use of deictic expressions such as "this," "that," "here," and "there," the

speaker was able to verbally "point" to relevant entities, objects, and actions, guiding the listeners' focus and facilitating their comprehension of the presented information.

For instance, in the statement "You're curled up in bed. Book, open in your hands," the demonstrative reference "Book, open in your hands" served to draw the audience's attention to a specific element within the described scene, effectively situating them within the depicted moment. Similarly, the use of demonstratives in phrases like "Then, as you turn the page..." and "A friend texts you a video" established a sense of temporal and spatial grounding, allowing the listeners to mentally visualize and follow the unfolding of events. By leveraging demonstrative references in this manner, Mook was able to create vivid and engaging narratives that captured the audience's imagination and facilitated their understanding of the FOMO phenomenon.

### ***Comparative References***

In addition to the strategic use of personal and demonstrative references, the "FOMO" TED Talk transcript also included several instances of comparative references, which Mook employed to highlight meaningful contrasts and nuances related to the fear of missing out. By juxtaposing different concepts and experiences, the speaker was able to invite deeper reflection and a more nuanced understanding of the complexities underlying this contemporary psychosocial issue.

One such example was Mook's comparison between the experience of "being peaceful in bed" and the impact of FOMO, which he described as making a person feel "inadequate" after seeing their friends enjoying a lively social event. This contrast served to illustrate the profound emotional and psychological shift that can occur when individuals are confronted with the perception of missing out on desirable experiences. Similarly, the speaker's comparative reference to the term "YOLO" (used by the artist Drake) and the concept of "Carpe Diem" prompted the audience to consider the divergent mindsets and implications underlying these seemingly related notions. By strategically employing these comparative devices, Mook was able to encourage the audience to engage in a more nuanced and reflective exploration of the FOMO phenomenon.

### **Discussion**

The findings of this study underscore the pivotal role that grammatical reference devices play in enhancing the communicative impact and persuasiveness of influential public discourse, as exemplified by Bobby Mook's "FOMO" TED Talk. By strategically employing personal, demonstrative, and comparative references, the speaker was able to engage the audience, direct

their attention to key elements, and convey the nuances of the fear of missing out phenomenon in a compelling and emotionally resonant manner.

The prevalence of personal pronouns, such as "I," "my," "you," and "your," served to foster a sense of intimacy and shared experience between Mook and his audience. This personalization of the narrative, as noted by Warid, Hodairiyah, and Lail (2021), helps to establish the speaker as a relatable and trustworthy authority on the subject matter, ultimately enhancing the audience's receptiveness to the presented ideas. The use of second-person pronouns, in particular, directly involved the listeners, inviting them to imagine themselves in the described scenarios and facilitating their ability to relate to the complex psychological experiences associated with FOMO.

Mook's strategic deployment of demonstrative references, such as "this," "that," "here," and "there," played a crucial role in directing the audience's attention to specific narrative elements, as suggested by Halliday and Hasan's (1976) seminal work on cohesion. By verbally "pointing" to relevant entities, objects, and actions, the speaker was able to guide the listeners' focus and construct vivid, immersive scenarios that enhanced their comprehension and engagement with the FOMO concept. This finding aligns with Aisafitri and Yusrifah's (2020) observation that demonstrative references can be employed to personalize and contextualize complex psychological phenomena.

The comparative references utilized by Mook, including the juxtaposition of "being peaceful in bed" with the impact of FOMO, as well as the contrast between FOMO and the notion of "Carpe Diem," invited the audience to engage in a more nuanced and reflective exploration of the topic. As noted by Kaloeti et al. (2021), such comparative devices can be effectively employed to highlight the complexities and emotional dimensions of psychosocial experiences, such as the fear of missing out. By leveraging these comparative references, Mook was able to challenge the audience's preconceptions and encourage a deeper understanding of the FOMO phenomenon.

The synergistic interplay of personal, demonstrative, and comparative references in Mook's TED Talk presentation underscores the strategic and multifaceted nature of grammatical cohesion in influential public discourse. As Elhai et al. (2020) have observed, the judicious use of such referential devices can significantly enhance the persuasiveness, clarity, and emotional resonance of a speaker's message, ultimately contributing to the widespread appeal and impact of TED Talks as a genre of influential public speaking. By systematically analyzing the referential mechanisms employed by Mook, this study provides valuable insights into the linguistic strategies that enable speakers to effectively communicate complex ideas and effectively engage their audiences.



## Conclusion and Suggestions

### Conclusion

The analysis of Bobby Mook's "FOMO" TED Talk shows how he effectively uses grammatical reference devices to enhance communication and persuasion in public speaking. By looking at personal, demonstrative, and comparative references, the study highlights how speakers can connect with their audiences, emphasize important points, and express the emotional complexities of social issues. Mook's use of personal pronouns like "I," "my," "you," and "your" creates a sense of intimacy and relatability, making him appear trustworthy on the topic of fear of missing out. His use of demonstrative references helps direct the audience's attention to key parts of his narrative, making it easier for them to understand the concept of FOMO. Additionally, his comparative references encourage the audience to think more deeply about the nuances of this experience, challenging their assumptions.

### Suggestions

Future research on grammatical references in influential public discourse could take several promising directions based on insights from this study. One approach might involve analyzing a wider range of TED Talk transcripts to see if the referential patterns found in the "FOMO" talk are consistent across different topics and speaker styles, which could reveal genre-specific conventions for effective public speaking. Another avenue could include multimodal analysis to explore how grammatical references in speech interact with visual and gestural elements, providing a more holistic understanding of how speakers create engaging narratives. Additionally, applying the analytical framework used in this study to other genres, such as political speeches or social media content, could enhance our understanding of grammatical cohesion and effective communication strategies. Overall, these suggested research directions highlight the value of linguistic analysis in understanding impactful public discourse, helping both scholars and practitioners improve their communication skills and connect more effectively with their audiences.

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