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Table of Contents

Title	Page
The Perception and Challenges of Airport Ground Staff Towards the Use of English Language at Pattimura International Airport <i>Arleyd Zamer Marcelino Siva</i>	49-60
A Speech Act Analysis of Teacher-Student Interactions in Educational Cinema: A Case Study of "Freedom Writers" <i>Halimah Rismawaty Wailissa</i>	61-72
Language Maintenance Challenges and Successes: A Butonesse Student's Story in the English Department at Pattimura University <i>Marles Yohannis Matatula, Pricilia Tupalesy</i>	73-88
Academic Reading Challenges and Coping Strategies: A Mixed-Methods Study of Indonesian EFL Undergraduate Students <i>Samawati Kelderak</i>	89-99
Internal and External Factors Affecting Children's Second Language Acquisition <i>Syabdania Aini Ngadjen</i>	100-107



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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 3, Issue 2, 2023** features five insightful articles that address important themes in language education and applied linguistics. One article explores the perceptions and challenges faced by airport ground staff regarding the use of English at Pattimura International Airport, while another conducts a speech act analysis of teacher-student interactions in the educational film "Freedom Writers." Additionally, a narrative highlights the language maintenance challenges and successes of a Butonesse student in the English Department at Pattimura University. A mixed-methods study examines academic reading challenges and coping strategies among Indonesian EFL undergraduate students, providing valuable insights for educators. Finally, an article discusses the internal and external factors affecting children's second language acquisition, enriching our understanding of language development. Together, these contributions offer innovative perspectives and practical strategies that enhance the teaching and learning of languages in diverse contexts.

The Perception and Challenges of Airport Ground Staff Towards the Use of English Language at Pattimura International Airport

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ABSTRACT

This study investigates the perceptions and challenges of airport ground staff regarding English language usage at Pattimura International Airport, Indonesia. Using an explanatory sequential mixed-methods design, data were collected from 30 front-line airport staff through questionnaires and in-depth interviews. The quantitative analysis revealed unanimous recognition (100%) of English as essential for airport operations, while qualitative findings provided deeper insights into implementation challenges. Key findings indicate that despite positive perceptions toward English usage, staff face significant challenges in speaking (60% reporting anxiety) and listening comprehension (40% reporting language conversion difficulties). The absence of formal language training (reported by 100% of participants) has led to reliance on self-directed learning strategies. Staff primarily utilize informal methods such as watching movies with subtitles and listening to English songs to improve their language skills. This study highlights a critical gap between institutional requirements and support systems in English language development at the airport. These findings have important implications for aviation language training policies and suggest the need for structured institutional support to enhance staff English proficiency and confidence in professional communication.

Keywords: *Airport Ground Staff, English Communication, English Skills, Perception, Aviation English*

INTRODUCTION

English is the predominant form of global communication, and it plays an important part in globalization processes. According to Clyne (2008), the influence of globalization is inextricably linked to English, making it an indispensable instrument for integrating service-based economies on a worldwide scale. This language universality fosters transnational relationships, allowing entities to communicate their perspectives and identities globally. The importance of effective communication abilities, particularly in English, cannot be emphasized in today's competitive work environment. According to Roshid and Chowdhury (2013), English has become a basic instrument of communication around the world, which increases the likelihood of obtaining better jobs. In a corporate setting, English proficiency is regarded as particularly beneficial for employees (Akkakoson, 1994), indicating the language's growing importance in the international business world. This significance extends to the service sector, particularly for professions that need

interaction with foreigners, such as airport ground crew. Beyond security concerns, English language skills are essential for projecting a positive image of airports, assisting passengers, and impressing visitors (Phithakphongphan, 2016). The aviation sector emphasizes the necessity of English as the official language for all communications, which ensures safety and efficiency in international air travel.

Despite these global trends, observations at Pattimura International Airport in East Indonesia indicate possible communication shortages, particularly among airport ground workers interacting with multicultural consumers. Language proficiency, particularly in English, is emphasized as a requirement for public services to efficiently handle concerns and provide support in this diverse and dynamic environment. Dhanasmithivesn (2007) conducted studies at Srinakharinwirot University on the English language abilities necessary by Thai flight attendants employed by Chinese carriers, notably those stationed in Bangkok and working for China carriers. The study classified attendants according to their flying experience: 6 months to 4 years, 5 to 8 years, and 9 to 12 years. The data found that reading abilities were the most frequently used and required the greatest training, whereas writing was the least used and required the least instruction. Speaking scored second in usage but third in training demand, while listening ranked third in frequency but second in training required. Experience was an important factor in shaping the shift in language skill usage and training requirements. Pannuan (2018) conducted a study of Suvaranabhumi airport passenger service agents, focused on their English oral communication needs. The study emphasized the importance of agents' speech and listening abilities, particularly when communicating with passengers and apologizing for errors. Listening skills were very important for understanding passengers' requirements. Varying degrees of experience altered task prioritizing, with the group with six or more years of experience highlighting the necessity of understanding foreign cabin workers and following supervisor directions.

The differing results of these studies highlight the need for additional research, particularly in the context of Indonesian airports, particularly Ambon. A study concentrating on airport staff's perceptions of the use of English could provide useful insights into their requirements and concerns, thereby improving employee English competence. The purpose of the study is to explore the perceptions and challenges of Pattimura International Airport ground staff towards the use of the English language in their workplace with three research questions: What are the perceptions of the Pattimura International airport ground staff towards the use of English in their workplace? What are the challenges that airport ground staffs face in communicating by using English in their workplace? And how does the Pattimura International airport ground staff improve their English for communication in their workplace?.

LITERATURE REVIEW

English as Global Language

People may easily converse with the other all over the world using a single language. A single language would help in the reduction of misunderstanding and miscommunication. In our nation, we use our local language or mother tongue, and we use a second language, in this instance global language, to communicate with individuals who do not speak or know anything about our mother tongue, or for other reasons such as employment, travel, migration, and commerce. To achieve such a status, a language has to be taken up by other countries around the world. When a language develops a unique role that is acknowledged in every country, it acquires really global significance. (Crystal, 2003). Language does not exist independently, in some mythical region aside from the humans who speak it. Language lives exclusively in the users' minds, mouths, ears, hands, and eyes (Dewi, 2013). As the world grows more global, the necessity for global language is recognized not just by worldwide academic and corporate institutions, but also by individuals as the world becomes more and more global. The power of its people is one of the most important factors in making a language universal or worldwide. The power includes military, politic and economic. As global communication develops, so does the demand for a global language, one that is recognized and understood by individuals all over the world. English is that language in many places of the world.

Many nations use English as an official or semi-official language. It is the primary language used in books, newspapers, airports, air traffic control, international business and academic conferences, science, technology, medicine, diplomacy, international contests, music, and advertisements. According to Crystal (2003) approximately over two-thirds of all scientists worldwide write in English. Three quarters of the world's mail are written in English. Of all the information in world's electronic retrieval systems, 80% is stored in English. It has become the language spoken by millions of people worldwide, the mother tongue, the language used for international communications, and the language taught in millions of schools. This, in turn, makes English dominates international business, politics and culture more than any other language in human history.

The Needs of English Proficiency in a Workplace

English is an important instrument extensively utilized in international communication all over the world. It has become a required component of a successful personality as a result of globalization. The globalization of knowledge, as well as the globalization of higher education, is leading to an increase in the use of English as a medium of instruction. (Graddol, 2010). English

is required at work, yet it differs from common conversational English. Each job domain has its own set of communication requirements. There may be specific reports or paperwork to complete out, or interactions with consumers may need to adhere to business policy. English communication abilities are required for job advancement. Because English is a widely used language in the business world, knowing it is regarded as one of the employable skills (Durga, 2018). English language ability is essential for job success and progress.

English communication skills have been acknowledged as essential workplace capabilities for corporate success (Hynes & Bhatia, 1996 as Durga Cited). It is a person's capacity to perform in a language. English language competency is defined as an individual's ability to communicate effectively in English (Dev & Qiqieh, 2016). The capacity to utilize language in real-world settings in spontaneous interactions and non-rehearsed contexts in a way acceptable and suitable to native speakers of the language is defined as proficiency. It displays what a language user is capable of doing regardless of where, when, or how they learned the language. Independent demonstration of how the language was learnt; the context may or may not be known; competency evaluation is not restricted to the content of a certain curriculum that has been taught or studied. Proficiency refers to varied levels of functional language proficiency, ranging from early stages to sophisticated uses of language. Proficiency is not a proportion of how many words a person knows, but rather the degrees of real-world usage in circumstances like as listening, speaking, reading, and writing. A person's speaking ability may be greater than their literate ability (Willner, 2019).

The Essence of English as a Communication Tool

English language is widely recognized as a bridge to higher education and job prospects. The English language is critical in bringing the world together. Being able to communicate effectively is the most important of all life skills. Simply said, communication is the act of passing information from one person to another. It can be delivered orally (through speech), written (via printed or digital media such as books, 16 magazines, websites, or emails), graphically (via logos, maps, charts, or graphs), or nonverbally (using body language, gestures and the tone and pitch of voice). According to Ahmad (2016) Communication is the exchange of feelings, ideas, and points of view with others. Communication is the exchange of feelings, ideas, and points of view with others. We live in communities, and man is inherently a social being. We share our ideas with others because societal necessities demand it. Communication is a twoway process that inspires, informs, advises, cautions, commands, changes behavior, and establishes stronger connections to make conversation meaningful and to make oneself known. Effective communication skills in the workplace include the capacity to present information to others in a clear and straightforward

manner, facilitating task comprehension and completion (Kermode, 2011). This includes the ability to clearly deliver and receive communications, as well as the value of recognizing and comprehending your target audience. Communication is crucial to the success of any organization, and using strategies to remove barriers to good communication is beneficial (Wambui, 2015). Differences in culture, expectations, experiences, viewpoints, or cultural styles can all serve as impediments.

The Role of English in Aviation Services

Effective communication is critical in the hospitality industry, particularly in airline services, where interactions between passengers and ground crew determine the latter's social function (Powers, 1992). Tangniam (2006) emphasizes the importance of ground personnel in delivering services that improve customers' comfort. To effectively comprehend and meet the demands of passengers, ground workers must be fluent in English. The English language's global prominence makes it the universal aviation lingua franca (Day, 2001). It acts as a tool for international aviation safety and efficiency, transcending political considerations. Airport ground staff must be fluent in English in order to properly contribute to aviation goals (Phithakphongphan, 2016).

Challenge Found by Airport Ground staff in Using English in Their Work

Ground staffs play a critical role in ensuring that aircraft depart safely and smoothly. As aviation's frontline, they conduct a variety of passenger service jobs such as checking in passengers, providing flight information, aiding with inquiries, and delivering excellent customer service. However, complications exist, particularly when handling foreign passengers, due to linguistic barriers. Communication difficulties in English, particularly in listening and speaking abilities, provide substantial challenges for ground staff. The foreign noises and dialects make effective conversation difficult. Misinterpretation may occur, resulting in delays and confusion. Employees frequently hesitate to switch to English, fearing language errors or a lack of competence, which impairs their ability to engage effectively with passengers. Overcoming these linguistic barriers is critical for ground staff to improve accuracy and effectiveness when handling international passengers

METHOD

Research Design

This study employed an explanatory sequential mixed-methods design to investigate ground staff responses towards English usage at Pattimura International Airport. Following Creswell's

(2014) framework, the research was conducted in two sequential phases: a quantitative phase utilizing questionnaires, followed by a qualitative phase comprising in-depth interviews. This design was selected to provide comprehensive insights, as the quantitative findings informed and guided the subsequent qualitative investigation.

Research Site and Participants

The research was conducted at Pattimura International Airport in Ambon city, Indonesia. Participants were selected through quota sampling, following Visanou Hassana's sampling theory. The sample consisted of 30 front-line officers who regularly interact with passengers, including airport customer services personnel, gate check staff, X-ray officers, check-in counter staff, and immigration officers. While all participants completed the quantitative phase questionnaire, interview participants for the qualitative phase were selected based on their active employment status as front-line staff and their responses to the initial questionnaire.

Data Collection and Analysis

Data collection involved two primary instruments: a hybrid questionnaire combining closed-ended and open-ended questions, and in-depth interviews. The questionnaire was administered to all participants, allowing for both structured responses and detailed elaboration of participants' perspectives. Subsequently, semi-structured interviews were conducted with selected participants to gather detailed qualitative data, providing deeper insights into their experiences and perspectives.

The analytical framework incorporated both quantitative and qualitative approaches. Questionnaire data were analyzed using percentage analysis following Sudijono's (2011) formula, where the percentage was calculated by dividing response frequency by the total number of respondents and multiplying by 100. For the qualitative component, interview data were analyzed using Miles and Huberman's triangulation approach. This process involved data reduction through the selection and simplification of interview transcripts, followed by thematic organization of reduced data, and culminating in the synthesis of findings.

The research procedure followed a systematic sequence beginning with obtaining participant consent and preparing research instruments. This was followed by participant selection, data collection through questionnaires and interviews, data transcription and coding, and finally, data analysis and conclusion formulation. This methodological approach enabled a comprehensive examination of the research questions while maintaining academic rigor throughout the investigation process.

FINDINGS

Perceptions and Challenges of Airport Ground Staff Toward English Usage

This study presents a comprehensive analysis of both quantitative and qualitative data regarding airport ground staff's perceptions and challenges toward English usage at Pattimura International Airport. The findings integrate statistical analysis of questionnaire responses (N=30) with thematic analysis of in-depth interviews conducted with two ground staff members, providing a nuanced understanding of the complex dynamics surrounding English language use in this professional context.

1. Staff Perceptions and Institutional Context

Table 1 presents the statistical analysis of staff perceptions regarding English language usage in their professional environment.

Table 1 Airport Ground Staff's Perceptions of English Usage (N=30)

Statement	Yes		No	
	f	%	f	%
English is a global language	30	100	0	0
English is important in field of work	30	100	0	0
English should be included in staff recruitment	30	100	0	0
English fluency should measure performance	12	40	18	60
English is main tool for foreign passenger communication	30	100	0	0

The quantitative data revealed unanimous agreement (100%) on several fundamental aspects of English in the aviation context. All participants acknowledged English as a global language, recognized its importance in their field, and supported its inclusion in staff recruitment criteria. This universal recognition was particularly evident in the qualitative interviews, where participants emphasized the strategic importance of English proficiency:

"English is not only used by flight attendants or pilots and co-pilots, but also for us terminal or airport officers, because there are not only domestic visitors or passengers but also international passengers. For that I think English is important in the world of aviation." (AGS1)

However, a notable divergence emerged regarding the role of English proficiency in performance evaluation. Only 40% of respondents supported using English fluency as a performance metric, while 60% opposed this view. The qualitative data provided context for this division:

"It's important, apart from what I said, it's rarely used and there is a language barrier, but when there's a moment when a passenger needs help when boarding or checking in a ticket, like it or not, we have to adjust the language to help because it's included in the service." (AGS2)

2. Operational Challenges and Usage Patterns

Table 2 presents a detailed analysis of the challenges reported by airport ground staff in their English language usage.

Table 2 Challenges Encountered in English Usage (N=30)

Challenge Category	Response Type	f	%
Frequency of English Use	Frequently	0	0
	Infrequently	24	80
	Not at All	6	20
Communication Barriers	Language Conversion	12	40
	Speaking Anxiety	18	60
Workplace Support	Training Provided	0	0
	No Training Provided	30	100

The data revealed significant patterns in English usage frequency, with 80% reporting infrequent usage and 20% reporting no usage. This limited exposure was elaborated in the qualitative interviews:

"When it comes to work, English is rarely used. Only used when needed... well, it's like when only interacting with foreign visitors." (AGS1)

Communication challenges emerged as a predominant theme, with 94% of respondents reporting difficulties in English communication. These challenges manifested in two primary forms:

1. Language Conversion Difficulties (40%):

"For me personally the problem is in the pronunciation of the way I pronounce a word in English, because sometimes my pronunciations affected by how I pronounce words in Bahasa Indonesia." (AGS1)

2. Speaking Anxiety (60%):

"The biggest problem or challenge in using English skill is I always nervous to speak because when I want to explain something, sometimes I got the moment when I don't know the word I want say in English so it requires me to explain the definition of the word first in order to make they understand, so it takes extra time and a long explanation." (AGS2)

3. Professional Development and Institutional Support

A critical finding emerged regarding professional development opportunities. The quantitative data indicated a complete absence of institutional language training, with 100% of

respondents reporting no training provision. The qualitative interviews revealed the implications of this institutional gap:

1. Self-Directed Learning Strategies:

"I prefer to practice independently through listen some English songs while working." (AGS1)

2. Alternative Learning Methods:

"I am more on my own initiative to learn independently like watching western movies... I usually download movie with its indo subtitles." (AGS2)

DISCUSSION

Based on the research findings, this study reveals significant insights into the perceptions and challenges faced by airport ground staff at Pattimura International Airport regarding English language usage in their professional context. The analysis demonstrates that airport ground staff unanimously recognize English as an international language crucial for their professional duties, aligning with Woong's (2013) assertion that English enables global communication. This recognition stems from their role in handling both domestic and international passengers, where English serves as an essential communication medium.

The findings indicate that airport ground staff perceive English proficiency as fundamentally important in their workplace, particularly given their front-line role in passenger services. This aligns with Phithakphonphan's (2016) observation that English proficiency is vital for airport personnel who engage in face-to-face interactions with travelers. The necessity of English language skills is particularly evident in various operational contexts, including check-in procedures, information dissemination, and passenger assistance.

However, despite this recognition, the study reveals significant challenges in English language implementation. The primary difficulties emerge in speaking and listening skills, corroborating Pitaloka, Jaya & Petrus's (2021) finding that these skills present the greatest challenges among language competencies. Speaking difficulties manifest in multiple dimensions, including limited vocabulary, which impedes effective idea expression. The psychological barriers are particularly noteworthy, with staff reporting anxiety, lack of confidence, and fear of making mistakes during English interactions. These findings align with Shen and Chiu's (2019) identification of psychological factors as significant impediments to effective English communication.

Listening comprehension emerges as another critical challenge, with staff struggling with unfamiliar vocabulary and utterances. This difficulty aligns with Azizah's (2014) emphasis on the importance of understanding uttered language for effective listening. The challenges are

compounded by difficulties in managing rapid speech rates and diverse accents, as noted by Rossa & Diora (2020) and Pratiwi (2021). These findings suggest that accent familiarity significantly impacts comprehension and communication effectiveness.

In response to these challenges, the study reveals that staff primarily rely on independent learning strategies to improve their English proficiency. This approach, as described by Fajar & Agustina (2019), involves self-directed learning habits particularly suited to adult learners. The staff's preferred methods include watching Western movies with subtitles and listening to English songs. This aligns with Tahir's (2015) assertion regarding the effectiveness of English movies in language skill development and Setyaningsih's (2007) observation about the value of songs in building linguistic repertoires.

The adoption of these self-directed learning strategies reflects both necessity and practicality. As suggested by Nur Hikmah (2020), movies serve as an effective learning medium by developing both receptive and productive skills. Similarly, English songs provide a flexible learning tool that, according to Prasetya (2017), enables relaxed, continuous learning. These methods are particularly relevant given the absence of formal language training programs at the institution.

The findings highlight a critical gap between institutional requirements and support systems. While English proficiency is essential for effective airport operations, as emphasized by Cahyani & Nur (2017), the lack of formal training programs leaves staff to develop their language skills independently. This situation suggests a need for more structured institutional support to enhance staff English proficiency and confidence in professional communication.

These findings have significant implications for airport management and language training policies. The research suggests that while independent learning strategies are valuable, they should be complemented by formal training programs that specifically address the psychological and linguistic challenges identified in this study. Such an integrated approach would better support airport ground staff in meeting the linguistic demands of their roles in international aviation.

CONCLUSION

This study has provided comprehensive insights into the complex dynamics of English language usage among airport ground staff at Pattimura International Airport. The findings reveal a significant disconnect between the recognized importance of English proficiency and the practical challenges faced by ground staff in their daily operations. Through quantitative analysis, the study identified that while all participants (100%) acknowledged English as crucial for aviation services, significant barriers exist in its implementation, particularly in speaking (60% reporting anxiety) and listening skills (40% reporting language conversion difficulties). The psychological

barriers, including anxiety and lack of confidence, significantly impact staff's willingness to engage in English communication, while linguistic challenges, particularly in vocabulary and pronunciation, affect the quality of service delivery. Most notably, the complete absence of formal language training programs (reported by 100% of participants) has created a dependency on self-directed learning strategies, which, while commendable, may not fully address the specific needs of aviation English communication.

These findings have several implications for airport management and language training policies, suggesting the need for a more structured approach to English language development in aviation contexts. Future initiatives should focus on developing comprehensive language training programs that address both psychological and linguistic barriers while considering the specific requirements of aviation English communication. Further research could explore the effectiveness of various training approaches and investigate the specific needs of different airport service departments. Additionally, comparative studies with other regional airports could provide broader insights into best practices for English language development in aviation contexts. This research contributes to the understanding of English language challenges in aviation services and provides a foundation for developing more effective language training strategies in international airports, emphasizing the need for a balanced approach that combines institutional support with individual learning initiatives to enhance the overall quality of airport services.

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A Speech Act Analysis of Teacher-Student Interactions in Educational Cinema: A Case Study of "Freedom Writers"

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ABSTRACT

This study examines the speech acts employed by the protagonist Erin Gruwell in the film "Freedom Writers" to understand the linguistic patterns in teacher-student interactions within challenging educational contexts. Using discourse analysis methodology, the research specifically analyzes illocutionary acts and their pedagogical implications for English as a Foreign Language (EFL) teaching situations. The study systematically analyzed 126 utterances from the main character's dialogue, employing Miles and Huberman's interactive model for data analysis. The findings reveal a predominant use of directive speech acts (40.5%), followed by representative acts (33.3%), with minimal deployment of commissive (3.2%) and declarative acts (0.8%). This distribution suggests a teaching approach that balances instructional authority with authentic communication and student engagement. The analysis demonstrates that effective teaching in diverse classroom environments requires strategic integration of different speech act types, with particular emphasis on combining directive and representative acts for optimal pedagogical outcomes. These findings contribute to our understanding of educational linguistics by illuminating how speech act theory can inform practical teaching strategies, particularly in challenging and diverse classroom environments. The research provides valuable insights for teacher training and professional development, especially in preparing educators to work effectively in multicultural educational settings. The conclusions drawn from this study offer practical implications for improving teacher-student communication and enhancing educational outcomes in diverse classroom contexts.

Keywords: *speech act analysis, illocutionary acts, educational discourse, Freedom Writers*

INTRODUCTION

Language stands as an indispensable bridge in human communication, serving as the primary medium through which people convey information, arguments, and emotions. According to The American linguist Bernard Bloch and George L, language represents a set of arbitrary vocal symbols that social groups employ for communication. This definition aligns with Wibowo's (2001) assertion that language functions as a system of meaningful symbols used by groups to communicate feelings and thoughts. In the educational context, this understanding of language becomes particularly crucial as it forms the foundation of all teaching and learning interactions.

In contemporary language learning environments, students have access to various methods for acquiring target languages. While traditional approaches like textbook reading and audiobook listening remain prevalent, modern learners increasingly gravitate toward more engaging media formats. Happer & Philo (2013) emphasize that media has evolved into the most powerful tool for entertainment, teaching, and learning. Among these media formats, movies have emerged as a particularly effective educational resource. The Oxford Dictionary defines movies as series of moving pictures recorded with sound that tell stories, watched in theaters or on various devices. This medium's effectiveness in language acquisition extends beyond mere entertainment, as Ismaili (2013) notes that movies can be compelling tools for both language acquisition and cultural understanding.

The pedagogical value of movies in language learning is multifaceted. According to Rao (2019), film viewing exposes learners to native speakers' voices, effectively training both pronunciation and speaking skills. This exposure proves especially beneficial for English learners, who can observe correct pronunciation and authentic accents through direct observation of native speakers. Furthermore, research has demonstrated several specific advantages of incorporating movies into foreign language learning. Tognozzi (2010) found that movies effectively capture students' attention toward the target language, while Ruusunen (2011) documented increased student motivation through film-based learning.

Within movie dialogues, speech acts play a crucial role in conveying meaning and intent. As a subfield of pragmatics, speech acts represent a fundamental aspect of language use. Levinson (1983) defines pragmatics as the study of language use or the relationship between language and context, emphasizing how people create and interpret meanings through language. This framework becomes particularly relevant when analyzing educational interactions, as it helps resolve potential misunderstandings between speakers and listeners, especially regarding different points of view. Bach (1996) elaborates that almost any speech act simultaneously executes multiple functions, differentiated by various aspects of the speaker's intention.

The present study focuses on analyzing the speech acts employed by the main character Erin Gruwell in the movie "Freedom Writers." This analysis builds upon previous research conducted by Mulyani & Latifah (2018) regarding speech acts in the same film. However, while the previous study primarily examined the speaker's intentions, this research delves deeper into the implications of speech acts in English as a Foreign Language (EFL) situations. By examining the illocutionary acts within the film's educational context, this study aims to contribute to our understanding of effective communication strategies in diverse classroom environments. The findings will be

particularly relevant for educators working with multicultural student populations and those interested in using media for language instruction.

LITERATURE REVIEW

Theory of Discourse Analysis

Discourse analysis emerged as a significant field of study in the 1960s and early 1970s, developing across multiple disciplines including linguistics, semiotics, anthropology, psychology, and sociology. McCarthy (1991) traces this interdisciplinary development, highlighting how various fields contributed to our understanding of discourse. The term "discourse analysis" was first introduced by Harris in his 1952 article, where he defined it as a method for analyzing connected speech or writing beyond the confines of simple sentence structure. Brown and Yule (1983) later simplified this concept by defining discourse as language in use, while Cook (1989) expanded this definition to include any type of language used for communication that maintains coherence without necessarily adhering to correct sentence structure.

The scope of discourse analysis extends beyond formal language features to consider how language functions in social and cultural contexts. According to Reeves et al. (2008), discourse analysis involves studying and analyzing language use in its various manifestations. This analysis considers the relationship between language and context, examining how sociopsychological features of individuals or groups manifest through communication. The field encompasses three primary approaches: formal discourse analysis, which seeks general linguistic rules; empirical discourse analysis, which examines themes and functions through conversation and genre analysis; and critical discourse analysis, which considers broader social practices and power dynamics in communication.

Speech Act Theory and Its Components

Speech act theory, introduced by Oxford philosopher J.L. Austin and further developed by American philosopher J.R. Searle, examines how language performs actions beyond mere communication. The theory considers three related acts: locutionary (the basic act of producing meaningful linguistic expressions), illocutionary (the intended purpose of the utterance), and perlocutionary (the effect of the utterance on the listener). Searle emphasized that language represents more than just sounds; it serves as a mechanism for expressing thoughts and emotions, functioning effectively only within social contexts.

Within this framework, illocutionary acts play a particularly significant role. These acts can be classified into five categories: representatives (assertions about reality), expressives (statements

of psychological states), directives (attempts to get others to do something), commissives (commitments to future actions), and declaratives (statements that change social reality). Bach (1996) notes that most speech acts simultaneously perform multiple functions, distinguished by varying aspects of speaker intention. This multiplicity of function makes speech acts an integral part of communication, manifesting in requests, apologies, warnings, promises, and greetings.

Educational Applications of Speech Acts

The application of speech act theory in educational contexts has garnered increasing attention from researchers and practitioners. Studies have demonstrated that understanding speech acts can enhance teaching effectiveness, particularly in language instruction. Tognozzi (2010) and Ruusunen (2011) found that conscious use of varied speech acts can increase student engagement and motivation in language learning. Additionally, Martin & Jaén (2009) highlighted how speech acts provide excellent material for teaching conversational skills.

In the context of media-based language learning, speech acts take on added significance. Ismaili (2013) emphasizes that movies can serve as powerful tools for language acquisition and cultural understanding, largely because they present authentic speech acts in context. Zhang (2013) further notes that exposure to speech acts through media can increase students' awareness of target language culture. This intersection of speech act theory and media-based learning creates opportunities for enhanced language instruction, particularly in EFL contexts where authentic language exposure might be limited. The analysis of speech acts in educational films like "Freedom Writers" provides valuable insights into how teachers can effectively employ different types of speech acts to achieve various pedagogical objectives.

METHOD

Research Design

This study employs a descriptive qualitative approach focused on discourse analysis, specifically examining speech acts in educational context. According to Zikmund (2016), research design serves as a "master plan" that specifies the methods and procedures for collecting and analyzing necessary information. The qualitative nature of this research allows for subjective assessment of opinions, attitudes, and behaviors, with analysis grounded in the researcher's observations and experiences. The choice of discourse analysis as the primary methodological framework aligns with Reeves et al's (2008) definition of studying and analyzing language use in various contexts. Furthermore, Ary et al. (2010) support this methodological choice by explaining

that discourse analysis effectively examines the relationship between words and context through studying linguistic units.

Research Object

The primary research object comprises the dialogues delivered by the main character Erin Gruwell in the movie "Freedom Writers," directed by Richard La Gravenese. The movie, based on a true story, provides rich material for analyzing speech acts within an educational context. The analysis focuses specifically on the illocutionary acts employed throughout the film, examining how these linguistic choices affect teacher-student interactions and learning outcomes. This investigation considers both the immediate classroom context and broader educational implications, particularly for EFL situations.

The film itself serves as a primary data source, supplemented by background information from articles and review videos that provide contextual understanding. These secondary sources help establish the historical and social context of the events portrayed in the film, enriching the analysis of speech acts within their proper situational framework.

Data Collection and Analysis

The data collection process follows a systematic approach incorporating both primary and secondary sources. As defined by the research framework, primary data comes directly from the movie "Freedom Writers," while secondary data includes supplementary materials such as articles, reviews, and related documentation. This dual approach ensures comprehensive coverage of both the specific speech acts and their broader contextual significance.

The analysis follows Miles and Huberman's (1994) interactive model, which consists of three interconnected stages: data reduction, data display, and conclusion drawing/verification. During data reduction, relevant dialogues are selected and focused on specific speech acts. The data display phase involves interpreting the structured data to draw meaningful conclusions about speech act patterns and their educational implications. This stage includes analyzing both explicit and implicit meanings within the dialogues, considering contextual factors that influence speech act choice and effectiveness.

The verification process ensures the reliability of conclusions through systematic cross-checking with established theories and previous research. This analytical framework allows for a comprehensive understanding of how different types of speech acts function within educational discourse, particularly in challenging classroom environments. The analysis pays special attention

to the frequency and effectiveness of various illocutionary acts, examining how they contribute to achieving pedagogical objectives and fostering positive teacher-student relationships.

FINDINGS

Analysis of Illocutionary Acts in Main Character's Dialogue

The systematic analysis of Erin Gruwell's dialogue revealed distinct patterns in illocutionary acts usage, addressing the first research objective regarding the types and purposes of speech acts. Following the methodological framework outlined in Chapter 3, each dialogue was carefully categorized and analyzed using discourse analysis techniques. The frequency distribution of illocutionary acts across 126 utterances demonstrated a clear predominance of directive and representative acts, as shown in Table 1. The quantitative mapping of these speech acts provides insights into Gruwell's communication strategies in challenging educational contexts and aligns with the study's qualitative analytical framework. The methodological approach of data reduction and display proved particularly effective in identifying these patterns, allowing for comprehensive categorization of speech acts. The analysis revealed that Gruwell's linguistic choices consistently reflected her pedagogical objectives and teaching philosophy.

Table 1: Distribution of Illocutionary Acts

Type	Frequency	Percentage	Subcategories
Directive	51	40.5%	Ordering (26), Suggesting (12), Asking (11), Allusion (2)
Representative	42	33.3%	Asserting (20), Describing (20), Informing (2)
Expressive	16	12.7%	Anger (3), Complaints (5), Regret (2), Apologizing (3), Others (3)
Commissive	4	3.2%	Promising (2), Refusing (1), Committing (1)

Type	Frequency	Percentage	Subcategories
Declarative	1	0.8%	Statement of Change (1)

The detailed examination of directive acts, comprising 40.5% of total utterances, revealed sophisticated patterns in classroom management and student motivation strategies. The high frequency of ordering (26 instances) and suggesting (12 instances) demonstrates a balanced approach between authoritative guidance and collaborative learning, reflecting the challenging nature of the educational environment depicted in the film. The strategic deployment of these directives shows careful consideration of situational context, supporting the theoretical framework established in the literature review. Each directive act served specific pedagogical purposes, ranging from immediate classroom management to long-term behavioral modification. The analysis reveals how these directives were instrumental in establishing classroom authority while maintaining student engagement.

Representative acts, constituting 33.3% of analyzed utterances, demonstrated Gruwell's commitment to factual presentation and authentic communication. The equal distribution between asserting and describing (20 instances each) suggests a balanced approach to information delivery, supporting the study's methodological focus on contextual analysis. These representative acts often served as foundational elements for subsequent directive acts, creating a coherent pedagogical strategy. The limited use of purely informative statements (2 instances) indicates a preference for engaging students through more dynamic forms of communication. This pattern aligns with contemporary educational theories emphasizing interactive learning over passive information transfer.

The integration of expressive acts (12.7%) with other speech act types revealed sophisticated emotional intelligence in classroom management. The variety of emotional expressions, from anger to apology, demonstrates the complex nature of teacher-student interactions in challenging educational environments. The relatively low frequency of commissive (3.2%) and declarative acts (0.8%) suggests a teaching style that prioritizes immediate engagement over long-term commitments. These findings support the study's methodological approach to analyzing speech acts within their full contextual framework. The data reveals how emotional expressions were strategically employed to build rapport and maintain classroom dynamics.

Pedagogical Implications for EFL Situations

The analysis of speech acts in relation to EFL teaching contexts addresses the second research objective, focusing on their pedagogical applicability. The findings suggest that the

strategic use of directive and representative acts can significantly enhance EFL instruction when properly contextualized. The methodological approach of analyzing situational context proved particularly valuable in identifying transferable teaching strategies. The data indicates that successful EFL instruction requires a balanced combination of clear directives and authentic representative acts. These findings align with contemporary research on effective language teaching methodologies, particularly in diverse classroom settings.

Table 2: Speech Acts Application in EFL Contexts

Context	Primary Acts	Secondary Acts	Teaching Strategy
Vocabulary Introduction	Representative	Directive	Describe-then-Practice
Grammar Instruction	Directive	Representative	Guide-then-Explain
Cultural Learning	Representative	Expressive	Context-with-Emotion
Classroom Management	Directive	Commissive	Direct-with-Commitment
Student Motivation	Expressive	Directive	Engage-then-Guide

The application of directive acts in EFL contexts requires careful consideration of cultural and linguistic factors. The analysis reveals that successful directives in language teaching combine clear instructional intent with cultural sensitivity. The high frequency of ordering and suggesting in Gruwell's dialogue provides a model for balancing teacher authority with student autonomy. The findings indicate that effective EFL instruction requires teachers to modify their directive approaches based on student proficiency levels and cultural backgrounds. This adaptability in speech act usage supports the theoretical framework established in the literature review.

Representative acts in EFL contexts serve dual purposes of language modeling and content delivery. The equal distribution between asserting and describing acts in Gruwell's dialogue suggests an effective approach to language instruction. The analysis reveals how representative acts can be used to introduce new vocabulary and grammatical structures while maintaining student engagement. The findings demonstrate the importance of authentic language use in EFL instruction. These insights support the study's methodological emphasis on analyzing speech acts within their educational context.

The strategic use of expressive acts in EFL contexts contributes to creating an emotionally supportive learning environment. The analysis reveals how Gruwell's emotional expressions facilitated student engagement and cultural understanding. The findings suggest that expressive acts can help reduce language anxiety and promote active participation. The data indicates that successful EFL instruction requires a balance between emotional support and academic rigor. This

understanding aligns with contemporary theories of language acquisition and emotional intelligence in education.

The limited use of commissive and declarative acts suggests a focus on immediate engagement over long-term promises. The analysis reveals that successful EFL instruction prioritizes achievable short-term objectives over broad commitments. The findings indicate that speech act selection should reflect realistic language learning goals. The data demonstrates how different speech acts can be combined to create effective teaching strategies. This strategic approach to speech act usage supports the study's overall objective of identifying effective communication patterns in educational contexts.

DISCUSSION

This research examined speech acts employed by Erin Gruwell in "Freedom Writers" through discourse analysis, focusing specifically on illocutionary acts and their implications for EFL teaching. The findings reveal several significant patterns that merit detailed discussion in relation to existing literature and educational practice.

The predominance of directive speech acts (40.5%) in Gruwell's dialogue aligns with previous research on teacher discourse in challenging educational environments. This high frequency of directives, particularly in the forms of ordering (26 instances) and suggesting (12 instances), demonstrates a sophisticated balance between authoritative guidance and collaborative learning approaches. These findings support Tognozzi's (2010) assertion about the importance of capturing student attention through varied linguistic strategies. The strategic deployment of directives in conjunction with other speech acts suggests a teaching methodology that effectively combines firm guidance with student empowerment.

Representative acts, constituting 33.3% of the analyzed utterances, reveal a teaching approach that prioritizes authentic communication and factual presentation. The equal distribution between asserting and describing acts (20 instances each) aligns with Ruusunen's (2011) findings regarding the role of authentic language use in increasing student motivation. This pattern suggests that effective teaching in diverse classrooms requires a careful balance between information delivery and student engagement. The limited use of purely informative statements (2 instances) indicates a preference for interactive teaching methods over traditional lecture-style instruction.

The relatively low frequency of commissive (3.2%) and declarative acts (0.8%) presents an interesting contrast to traditional teaching approaches. This finding challenges conventional assumptions about the importance of teacher commitments in classroom discourse. Instead, it suggests that effective teaching in challenging environments may require more immediate and

dynamic forms of interaction. This observation supports Bach's (1996) assertion that speech acts simultaneously serve multiple functions, with their effectiveness determined by contextual factors rather than formal categorization.

The strategic integration of expressive acts (12.7%) throughout the dialogue demonstrates the importance of emotional intelligence in educational contexts. The variety of emotional expressions documented in the analysis, from anger to apology, supports Ismaili's (2013) findings regarding the role of authentic emotional engagement in language learning. This pattern suggests that successful teaching in diverse classrooms requires teachers to navigate complex emotional territories while maintaining professional boundaries.

Pedagogical implications for EFL contexts emerge clearly from the analysis. The findings suggest that effective language instruction requires a careful balance of different speech act types, with particular emphasis on combining directive and representative acts. This aligns with Zhang's (2013) research on the importance of cultural awareness in language teaching. The data indicates that successful EFL instruction must adapt speech act usage based on student proficiency levels and cultural backgrounds.

The methodological approach of analyzing speech acts within their full contextual framework proved particularly valuable in understanding their educational effectiveness. This supports Levinson's (1983) emphasis on the relationship between language use and context. The findings suggest that speech act analysis can provide valuable insights for teacher training and professional development, particularly in preparing educators for diverse classroom environments.

These findings contribute to the broader understanding of effective communication strategies in educational contexts, particularly concerning the role of speech acts in facilitating learning in challenging environments. The research supports previous studies while offering new insights into the practical application of speech act theory in educational settings. Future research might explore how these patterns vary across different cultural contexts and student populations.

CONCLUSION

This study of speech acts in "Freedom Writers" reveals significant insights into effective educational communication strategies, particularly in challenging and diverse classroom environments. The analysis demonstrates that successful teaching requires a sophisticated balance of different speech acts, with directive (40.5%) and representative acts (33.3%) playing predominant roles in facilitating student engagement and learning. The strategic deployment of these speech acts, combined with appropriate expressive elements (12.7%), suggests that effective teaching transcends mere information transfer and requires careful attention to emotional and

cultural dynamics in the classroom. The findings indicate that the limited use of commissive (3.2%) and declarative acts (0.8%) reflects a teaching approach that prioritizes immediate engagement and authentic interaction over formal authority and long-term commitments.

This study's methodological framework, grounded in discourse analysis, provides valuable insights for understanding how different types of speech acts can be effectively combined to create engaging and productive learning environments. The research contributes to our understanding of educational linguistics by demonstrating how speech act theory can inform practical teaching strategies, particularly in EFL contexts. The findings support previous research while offering new perspectives on the role of linguistic choices in educational success, suggesting that effective teaching requires a nuanced understanding of how different speech acts can be deployed to achieve specific pedagogical objectives. The study's limitations, including its focus on a single character and context, suggest opportunities for future research examining speech act patterns across different educational settings and cultural contexts. Finally, this research underscores the importance of contextual awareness in educational communication, demonstrating that successful teaching requires not just technical proficiency in language use, but also a sophisticated understanding of how different types of utterances can be combined to create effective learning environments.

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Language Maintenance Challenges and Successes: A Butonese Student's Story in the English Department at Pattimura University

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ABSTRACT

This study explores the challenges and strategies of Buton students in maintaining their local language in the academic environment. This study was conducted on January 7, 2023, at the English Education Study Program, Pattimura University, using a semi-structured interview method with a Buton student. The results showed that students faced obstacles such as the dominance of English and Indonesian on campus, the lack of peers with the same cultural background, and the lack of use of the Buton language in academic activities. The student used several strategies to overcome these challenges, such as speaking with family in Buton during phone calls or visits, teaching younger siblings traditional songs and phrases, and listening to local stories and songs. She also utilizes social media to share buton words or proverbs, so that the language remains in a modern context. This research shows that minority language preservation requires the support of families, communities, and educational institutions. Campuses can support these efforts by providing space for cultural activities, seminars, or linguistic communities. The maintenance of the Buton language helps students maintain their cultural identity while enriching diversity in the academic environment. This collaborative support is important to ensure the survival of language and culture in globalization.

Keywords: *language maintenance, challenges, success, Butonese student.*

INTRODUCTION

Language plays an important role in shaping our social interactions and cultural identity. Understanding and using language effectively is essential to navigating our complex world (Hastuti et al., 2018). Regional variations in language reflect diverse socio-cultural contexts. As a result, individuals develop unique linguistic patterns based on their environment and cultural background. Indonesia is a country with many different cultures, languages and traditions. One of the most obvious ways to see these differences is through the language spoken by people. Language is like a flag that shows where someone comes from and what their culture is like.

According to Fishman (2012), language maintenance is a situation when a speech community can maintain or continue to use its language from generation to generation even though there are

conditions that can influence them to switch to another language. Maintaining the language means striving for the local language to remain in use and not disappear from the daily life of the community Fishman (2012). In language maintenance, a speech community refuses to use another language. The attitude is often referred to as language loyalty, while the situation is known as language maintenance. Language maintenance not only saves an endangered language but also rejuvenates the cultural identity associated with its cultural heritage (Wang, 2021). A language carries the traditions, values, and identity of the people who use it. By maintaining a language, we ensure that its cultural heritage continues to flourish, connecting generations to generations, and preserving a unique way of looking at the world.

Minority languages are particularly important in multilingual communities. They connect people to their cultural identity and traditions, keeping a group's history and values alive. In multilingual societies, these smaller languages help maintain diversity by adding to the variety of ways people express themselves. They also create a sense of pride and belonging for those who use them, as they tie them to their ancestors and strengthen communities. Although larger, more dominant languages often take over, minority languages are vital because they help keep cultural diversity alive and make the world more inclusive, especially as it becomes more globally connected. Local languages whose speakers are minorities are urgent languages to be developed, fostered, maintained, and documented including local languages that exist overseas (Erniati, 2018). One of the local languages in overseas Maluku is Buton.

In research conducted by Butar, (2020) explained that the 2020 population census of Maluku population was 1,802,000 people. The data does not display ethnic categories, but as an illustration can be seen in the 2009 data which shows the number of Buton people in Maluku Province as many as 420,023 people or 35% of the total population. They came from Southeast Sulawesi due to various factors, one of which was the colonization process. In this process, the people in this village began to recognize the Ambon Malay language. According to Husni (2018) in his research, Ambon became the most popular destination for migrants from Buton. The prohibition of slaves in the 1870s led to a lack of labor in Maluku, which was then utilized by the Buton people at that time. After working in Ambon for some time, Buton people began to interact socially with the local community, including marriages between Buton people and Ambon people. From these social interactions, the Buton people adapted local customs both in terms of dress and language.

Buton is one of the minority languages from southeast Sulawesi spoken in the city of Ambon, located in Maluku province, Indonesia. It is mainly spoken by the Buton people, a small but distinct ethnic group with a rich cultural history. Despite the widespread use of Ambon Malay and Bahasa Indonesia in the region, Buton remains an important identity marker for its speakers, bringing with

it unique traditions, proverbs and expressions. However, as a minority language, Buton faces challenges in terms of its survival, especially in a multilingual society where larger languages dominate education and media.

In the scope of education in Indonesia, from the most basic level to the university has a national language, namely Indonesian. According to Rumalean et al. (2021), the ability to speak Indonesian is an effort made by students and educators to use Indonesian properly and correctly. The language policy at Pattimura University, which formally supports the use of Indonesian as the main language of instruction in academic activities, also influences the efforts to maintain the Buton language by students. Especially within the scope of the English Education Study Program where in a linguistic landscape dominated by Indonesian and English, Buton students face challenges to continue using and practicing their mother tongue, especially in the midst of a multicultural environment.

The study conducted by Hastuti et al. (2018) focused on language maintenance in specific community settings, such as the Minangkabau community in Jakarta and mixed-marriage families in France. Both studies highlighted the use of multiple languages in daily life and efforts to maintain minority languages amidst the dominance of other languages. However, these studies mainly examine language use in family or community contexts, where languages are preserved through everyday communication and cultural practices.

Rather, this research addresses language maintenance in an academic setting, where students face unique challenges in balancing their mother tongue, namely Buton, with the demands of learning English. This research explores one's personal struggles and strategies in an academic context, rather than in a wider community or family setting. The gap in this study lies in the focus on academic pressures and institutional contexts for minority language maintenance, which is not covered in previous research. This study aims to explore the challenges faced by a Butonese student in academic contexts and the strategies for maintaining their minority language.

LITERATURE REVIEW

Language Maintenance

In general, language maintenance is related to language shifts that occur in a society. Dagamseh (2020) states that language maintenance occurs when a minority group continues to use its traditional language or mother tongue, even though the situation encourages them to switch to another language. Moreover, Veltman (1991) adds that “language maintenance is the practice of speaking one's mother tongue throughout one's life as the only language in daily use” (p. 147). It can also mean a situation where minority groups continue to learn and use their mother tongue,

despite pressures from the majority community that might encourage them to switch to another language.

Challenges in Minority Language Maintenance in Academic Contexts

In maintaining a language, it is certainly inseparable from challenges or obstacles. One significant obstacle is the dominance of the majority language, where minority language speakers feel pressured to adopt a language that is more widely used, especially for economic and social progress in the field of education. According to (Hukubun, 2018), bilingualism or mastery of more than one language and the dominant influence of local ethnic languages and national languages taught in educational institutions and used in daily activities contribute to the fading of the mother tongue. In addition, the challenges of the development of information technology and globalization that predominantly use national and international languages as well as tourist village programs that provide access to foreign travelers (Hartanti et al., 2019) are factors that contribute to the shift in the use of mother tongue. As globalization and urbanization spread dominant languages, younger generations are often exposed to and adopt these languages, further marginalizing minority languages.

It is difficult and challenging to maintain local languages. Educational institutions tend to prioritize the dominant languages, such as Indonesian and English in Indonesia. This creates pressure for minority language speakers to conform, so they face linguistic discrimination, language use limitations and identity conflicts. So the impact on academics by emphasizing the dominant language can affect the linguistic behavior of minority language speakers.

Strategies for minority language maintenance

Language maintenance is influenced by various interconnected factors that contribute to whether a community continues to use their heritage language.

a. Revitalization of regional languages:

Local language revitalization is one of the strategies for minority language maintenance. Community initiatives such as language courses, cultural workshops, and mentor-student programs can also provide the necessary support for the preservation of ethnic languages and cultures. According to Sari (2022), efforts to revitalize local languages and cultures are carried out through various means, such as bilingual education, publishing literature in ethnic languages, and organizing cultural festivals.

b. Family Language Policy:

The frequency of use of the inherited language within the family environment plays an important role. In a study conducted by Abdizadeh (2020), which examined the Persian language, it was stated that the first and most common strategy used by almost all participants was to speak in Persian to their children and ask them to speak only in Persian at home. This section discusses how families and cultural communities help reinforce the use of the local language through activities such as folklore, cultural events, or everyday conversations. Parents who should actively teach their children the heritage language create a supportive environment for language maintenance (Zuri, 2017). This is in line with the results of research by Ting and Ling (2013) in their research on languages in Sarawak, Malaysia which says that indigenous or ethnic languages are still used strongly in the family domain but have little place in the education and mass media domains.

c. Community Support:

Language preservation is greatly influenced by community support and community attitudes. Communities that actively support heritage languages through cultural events, local media, and communal gatherings provide an important foundation for language preservation. Factors that influence Language Maintenance in various communities include community members' recognition of their cultural distinctiveness, community efforts to create networks for cultural and linguistic loyalty (Abdizadeh, 2020). In addition, he also added that to address the issue of local language maintenance, language maintenance children can attend community language (CL) schools which are usually after-hours schools or weekend schools that help native speakers develop and maintain their community language. On the other hand, community attitudes also play an important role in promoting language maintenance. Positive attitudes towards a heritage language, such as a sense of pride and love for the language, can encourage its use in everyday life. Therefore, community loyalty as native speakers, accompanied by pride in the language, as explained by Zuri (2017), is key in maintaining the existence of heritage languages. It is also clear that minority languages play an important role in maintaining the identity of their native speakers.

d. Education System:

Educational Institutions that incorporate heritage languages into their curriculum or offer them as subjects contribute to language preservation. In a study conducted by Babaee (2014) said that learning in their heritage languages can facilitate language maintenance for students. However, linguistic minority students have less opportunity to learn their heritage languages in public schools. Therefore, in the area of education, strategies such as code-switching, bilingual practices, and incorporating cultural elements in academic tasks are discussed. For

example, students may use their mother tongue in informal conversations or group discussions as a form of maintenance.

e. Technology as a Tool

Factors such as migration and exposure to the dominant language often pose challenges to the maintenance of heritage languages. However, advances in technology and social media offer new opportunities to preserve minority languages. Research conducted by Abdizadeh (2020) which explains the strategies used to maintain the Persian language is the use of Persian media and literature. They encourage their children to read Persian books, watch Persian TV shows and movies, and listen to Persian music. That means platforms such as WhatsApp, YouTube and other digital media can be utilized to share cultural and linguistic content, which helps strengthen cultural identity. According to Febrian (2018), digital technology plays an important role in language preservation through the use of social media and mobile applications that promote local languages. In addition, television programs, radio broadcasts and digital content that use local languages can increase their visibility and appeal among the younger generation. Concrete examples of the media's role in preservation are radio broadcasts in local languages and YouTube channels that focus on local culture, as described by Handoko (2019).

Language Policy in Higher Education

Language policy is a decision taken to regulate language use in a particular community (Khoirot, 2017). In the context of education, this policy is also an important consideration. The government supports the use of Bahasa Indonesia as a unifying language in the education system, without excluding the existence of regional languages.

The National Policy on Language Education regulates the use of local languages or students' mother tongue as a tool in the learning process. Indonesian, as a unifying language, is designated as the main language used in all schools in Indonesia. Diem and Abdullah (2020) also emphasized that the implementation of language policy in education reflects the government's commitment to maintaining national unity through the use of language.

Institutional Policies and Practices

The Ministry of Education and Culture has issued rules and guidelines that ensure Indonesian is used at all levels of education, from primary school to university (Lomi & Mbato, 2021). This policy not only establishes Indonesian as the language of instruction, but also makes

it a compulsory subject. This step aims to create a generation that has high literacy skills, and is able to appreciate national culture and identity (Puspitasari et al., 2021).

Language policies at universities, which often place Bahasa Indonesia as the primary language of instruction, can limit the use of minority languages. The lack of support for bilingual or multilingual education, as well as the tendency to favor one language over another, is often an obstacle to the preservation of minority languages. Brenzinger (2007) states that when minority or indigenous languages are not integrated into the formal education system, young people miss out on opportunities to learn and use these languages.

Case Studies in Indonesia

In the Indonesian context, research on language maintenance has been conducted by several researchers who discuss the maintenance of regional languages. According to research from Hartanti et al., (2019) which examines the maintenance of regional languages in one of the regions in Yogyakarta. They found that the factors that cause language preservation are the use of the mother tongue is still used in everyday life; there are local content lessons of the local parent language in elementary schools. The second research, from Febrian (2018) is about Lampung language maintenance. The results obtained are that as a national language, Indonesian has a very dominant position and function compared to Lampung language. The findings of this study indicate that Lampung language, like other regional languages in Indonesia, has problems that need to be addressed seriously so that it can be maintained as a means of communication. Young families of Lampung natives almost no longer use the Lampung language as a means of communication with family members and other relatives.

METHOD

Research Design

The researchers adopted a qualitative research approach utilizing a case study design centered on a single participant. As explained by McCusker and Gunaydin (2015), qualitative methods are employed to explore the “what,” “how,” or “why” aspects of a phenomenon. This approach emphasizes observing phenomena to understand their essence and significance, aiming to uncover in-depth insights into “why” and “how” events occur, rather than simply identifying “what” takes place. It seeks to interpret human experiences in a more personal and context-specific manner.

Research Location and Participants

This research was conducted on January 7, 2023, at the Department of English Education, Pattimura University. The researcher used a purposive sampling technique to determine the participants in this study. According to Rai and Thapa (2015), purposive sampling relies on the researcher's judgment in selecting informants to be studied. Here, the researcher determines which individuals to include in the sample based on various criteria set by the researcher regarding knowledge, capacity, and willingness to participate in the study. The participant used was a student of the Buton ethnic group, due to their unique linguistic and cultural background, which is in line with this study's focus on the challenges and strategies associated with minority language maintenance in academic contexts.

Data Collection and Analysis

The researchers obtained consent from the participants after explaining the purpose of the study, the voluntary nature of participation, and the assurance of confidentiality of their answers. The interview protocol was carefully crafted to elicit meaningful answers while respecting the culture of the participants. Data was collected through interviews with participants using a semi-structured approach. These interviews involved open-ended questions designed according to the research needs to achieve the study objectives. According to Creswell and David (2018), semi-structured interviews provide predetermined topics and questions, but remain flexible. The researcher can adjust the wording and order of questions based on the participant's responses. This approach used five specifically designed open-ended questions to guide the interview.

- Challenges faced in maintaining the Buton language in an academic setting.
- Strategies used to balance academic life and cultural preservation.
- Experiences interacting with peers and members of the study program related to linguistic identity.
- The role of family and community in language preservation.
- The implications of these strategies on academic performance and cultural identity.

For data analysis, this study used thematic analysis to identify key challenges and successful strategies. Thematic analysis is a method for analyzing qualitative data that involves searching a data set to identify, analyze, and report recurring patterns (Braun & Clarke, 2006). This process involved the following steps:

- Data Familiarization: Transcribing the interviews and reviewing the transcripts thoroughly.
- Initial Coding: Coded specific quotes relevant to challenges, strategies, and implications.

- Searching for Themes: Grouping codes into broader categories that reflect patterns in the data.
- Reviewing Themes: Ensuring that the themes accurately represent the data and are coherent.
- Defining and Naming Themes: Refining the themes to clearly articulate their relevance to the research question.
- Producing the Report: Summarizing findings with evidence from the data to support interpretations.

Finally find the final themes such as Challenges in Academic and Language Integration, Language Maintenance Strategies, and Implications for Academic and Cultural Identity.

FINDINGS

The results of the research found on maintaining the Buton language in an academic environment, especially in the English education study program at Pattimura University cover the challenges and strategies used to preserve minority languages in an environment dominated by national and international languages such as Indonesian and English.

Challenges Faced by Buton Students in Language Maintenance

Buton students in the English language education study program at Pattimura University face great challenges in maintaining their local language where the academic environment prioritizes English and Indonesian as national languages as well as introduction and communication. As students who live far from their homeland, Buton language is less relevant in daily interactions. This also creates a double burden for Buton-speaking students, as they must balance the demands of achieving academic proficiency in English while striving to maintain their language identity. Based on the interview results, the first significant challenge is the lack of peers who share the same language background. The participant explained:

“On campus, I rarely spoke Buton because my friends often used Ambon Malay or Indonesian.

Eventually, I could only use Buton when talking to my family.”

(LD, January 7, 2023- Translated)

This limited interaction reduces the opportunity to practice the Buton language, which is crucial to maintain. The second challenge is that the emphasis on academic success in English often overrides the importance of maintaining minority languages. According to her, because of

the competition on campus that made her have to learn English, she was able to minimize this Buton language. She shared:

“I thought about focusing more on English to succeed in college, but sometimes it made me feel distant from my culture and identity.”

(LD, January 7, 2023- Translated)

Furthermore, the lack of representation of Buton in lecture materials, formal discussions and other academic activities makes it difficult for students to integrate the language into their academic routines. This challenge not only limits their use of the language, but also limits their opportunities to promote Buton culture in a wider context.

Strategies for Language Maintenance

Despite these challenges, these students used various strategies to maintain their Buton language skills. The main strategy is to maintain regular communication with family members, especially during phone calls or home visits, where they consciously try to speak Buton. participants rely heavily on interactions with family members to practice and maintain the language. As she said:

“When I call my parents, I always try to speak in Buton. It's my way of keeping the language alive in the midst of academic pressure.”

(LD, January 7, 2023- Translated)

In addition, students actively teach their younger siblings simple Buton phrases and songs. This is also supported by the results of interviews with these students.

“I try to pass on what I know to my younger siblings. It helps me to stay connected to the language and make sure they learn it too.”

(LD, January 7, 2023- Translated)

Students also engage with cultural traditions by listening to traditional Buton songs and stories, which not only helps maintain their language skills but also deepens their appreciation of their cultural heritage. Learning the Butonese language and its meaning from elders is another strategy that emphasizes the intergenerational aspect of language preservation. In addition,

students occasionally share Butonese phrases on social media, using digital platforms to raise awareness and foster a connection with the language in a modern context.

In addition, Cultural Engagement is also one of the strategies used. According to him, participating in cultural traditions is another key strategy. Students listen to traditional Buton songs, learn proverbs from their grandmothers and grandfathers. These practices deepen their connection to the language and its cultural meanings.

“I love hearing stories from my grandmother. The words in Buton are sometimes difficult, but the meaning is very deep and makes me appreciate my culture more.”

(LD, January 7, 2023- Translated)

The next step is to use social media or apps to continue learning Buton. This student also uses social media to promote Buton language expressions and phrases.

“I sometimes share Buton words or proverbs on social media. Although it is simple, it helps me feel that my language is still relevant.”

(LD, January 7, 2023- Translated)

Sharing them on platforms such as Instagram or WhatsApp allows them to raise awareness about the language while integrating it into a modern context.

Implications for minority language maintenance in academic contexts

The efforts that Buton students make to maintain their language have important implications for both cultural identity and academic development. By continuing to use Buton in everyday life, participants feel more connected to their identity. As expressed by the respondents:

“Maintaining the Buton language helps me feel more 'whole' as an individual. My identity as a Buton person still feels strong even though I am outside the region.”

(LD, January 7, 2023- Translated)

This language maintenance also helps her face the challenges of identity in a multicultural environment like Pattimura University. By promoting Buton language and culture, this student enriches the diversity of the campus while creating a space for cultural reflection for her peers.

From an academic perspective, integrating Buton culture into coursework or projects broadens learning perspectives. Students can use their culture to explain concepts or provide unique examples, which is often appreciated by lecturers and peers. This not only boosts confidence but also contributes to the recognition of linguistic and cultural diversity in education.

However, these efforts also underscore the need for institutional support. Campuses and study programs can play an important role in providing spaces for students to preserve their minority languages. For example, through the provision of cultural communities, linguistic seminars, or activities that encourage the use of local languages. It is important to create an inclusive and supportive environment for minority language preservation amidst the demands of globalization.

Overall, the results of this study emphasize that the maintenance of minority languages is not only the responsibility of individuals, but also requires support from families, communities and educational institutions. This collaboration will ensure that languages and cultures like Buton can survive amidst the challenges of modernization and globalization.

DISCUSSION

Based on the research results, Buton students at Pattimura University face several major challenges in maintaining their local language. First, the dominance of Indonesian and Malay Ambonese in daily interactions reduces the opportunity to use Buton language in line with the findings of Hukubun (2018) which shows that bilingualism in Indonesia tends to reduce the use of mother tongue due to pressure to adopt the majority language for social, educational and economic mobility. This is compounded by the prioritization of English in academic settings, which creates additional barriers for minority languages. Local languages often lose their importance, especially in urban or developed areas, such as universities. This reflects the pressures of globalization and urbanization, as stated by Hartanti et.al (2019) which also encourage the shift in the use of mother tongue.

Despite facing various challenges, Buton students use creative strategies to maintain their language. One of the main strategies is to maintain communication in Buton when speaking with family, either over the phone or during home visits. This is relevant to Veltman (1991), who emphasizes the practice of speaking the mother tongue as the key to language maintenance. In addition, university students teach traditional phrases, songs or stories to their younger siblings as described by Zuri (2017), also found in the Buton community to ensure language transfer to the next generation. They also engage with the culture through listening to traditional songs, learning proverbs, and listening to stories from elders, which helps strengthen their connection to the

cultural heritage. In addition, social media as a modern tool is in line with the findings of Abdizadeh (2020) and Handoko (2019), which state that technology and digital media help promote local languages. So it can be concluded that social media is also utilized as a platform to promote words or expressions in the Buton language, creating new connections with the language in a modern context.

Buton students' efforts to maintain their language have important implications on both cultural identity and campus diversity. The social and academic implications of buton language maintenance reflect Dagamseh's (2020) view, that minority groups who continue to use their mother tongue strengthen their cultural identity despite pressure to switch to the majority language. By continuing to use the Buton language, students feel more connected to their cultural roots, despite being in a different environment. This strengthens their identity as individuals from the Buton culture. In this campus environment, the integration of buton cultural elements in academic tasks can enrich perspectives on linguistic diversity, support inclusivity and reflect multilingual practices as described in Babae's (2014) multilingual education practices.

The results show the need for university policies that support linguistic diversity. This is in accordance with the view of Hartanti et al. (2019), that local education policies can improve the sustainability of minority languages. Pattimura University could consider multilingual practices, such as local language revitalization programs through cultural clubs or ethnic-based teaching, as described by Sari (2022). These practices can also be reinforced by inclusive policies that support heritage languages in the education system, as proposed by Ting and Ling (2013) in Malaysia. Buton students use social media to increase the visibility of their language, which is in line with Febrian's (2018) research, which shows that digital media can be an important tool for language preservation. In addition, buton language-based radio broadcasts, video content and apps can be strategic steps to strengthen the sustainability of the mother tongue, especially among the younger generation.

This research shows that although there are great challenges in maintaining the Buton language amidst the pressures of globalization and the dominance of the majority language, strategies such as family communication, cultural engagement, use of social media, and institutional support can help strengthen language maintenance. Referring to theories such as Dagamseh (2020) language maintenance is not only important for maintaining cultural identity, but also as a form of resistance to linguistic homogenization. Collaboration between individuals, communities and educational institutions is the key to success in maintaining linguistic and cultural diversity.

CONCLUSION

This study concludes that Buton students in the academic environment face great challenges in maintaining their local language, mainly due to the dominance of Indonesian and English, the lack of Buton-speaking communities, and the lack of representation of Buton language in campus activities. However, strategies such as family communication, cultural engagement and the use of social media help them keep the language alive. To support minority language preservation, educational institutions can provide spaces for cultural activities, seminars, or inclusive linguistic communities. However, this study was limited to the participation of one student, so the generalizability of the results is limited. Further studies with a wider range of participants may provide a deeper understanding of minority language maintenance in academic contexts.

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Academic Reading Challenges and Coping Strategies: A Mixed-Methods Study of Indonesian EFL Undergraduate Students

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ABSTRACT

This study investigates academic reading difficulties and coping strategies among undergraduate English as Foreign Language (EFL) students in the English Education Study Program at Pattimura University, Indonesia. Using a mixed-methods case study design, data were collected from 40 undergraduate students through questionnaires and group interviews. Quantitative analysis revealed three primary challenges: understanding specialist vocabulary (M=3.8), taking brief and relevant notes (M=3.8), and working out meanings of difficult words (M=4.0). Qualitative findings identified four main coping strategies: technology utilization, systematic note-taking, text rereading, and mind mapping techniques. The results indicate that while students face significant vocabulary-related challenges in academic reading, they have developed sophisticated strategies to overcome these difficulties. This study contributes to understanding EFL students' academic reading experiences in Indonesian higher education contexts and provides insights for developing targeted pedagogical interventions.

Keywords: *Academic Reading, EFL Students, Reading Difficulties, Coping Strategies, Higher Education*

INTRODUCTION

Reading proficiency is a fundamental linguistic skill essential for academic success in higher education. It enables students to effectively engage with scientific literature, technological documentation, cultural texts, and various academic materials across disciplines. Research has established that formal education heavily relies on reading comprehension skills (Hulme & Snowling, 2011), making it a critical component of university-level learning.

Anderson (2003) categorizes reading into three distinct purposes: reading for enjoyment, reading for information, and reading to learn new concepts. Within the university context, academic reading specifically requires students to engage with texts at a deeper level, analyzing viewpoints, synthesizing information, and collaborating with authors to construct meaning. This advanced form of reading poses particular challenges for students studying in a foreign language context.

At the English Department of Pattimura University, students progress through a structured sequence of reading courses that culminates in the Academic Reading Class. This advanced course

exposes students to sophisticated reading materials spanning diverse fields including health sciences, technology, and education. The curriculum emphasizes critical reading skills through various activities. According to Nainggolan (2018), these activities include identifying main ideas and supporting details, comprehending implicit meanings, summarizing academic articles, drawing evidence-based conclusions, and developing critical perspectives on authors' arguments.

Academic reading in a foreign language environment presents significant challenges for students. Previous research has identified several common difficulties. Alghail and Mahfoodh (2016) and Shen (2013) note that students often struggle with limited vocabulary knowledge, technical terminology, comprehensive text understanding, identifying supporting ideas, and effective note-taking. Furthermore, studies by Sari (2013) and Jayanti (2016) have highlighted additional barriers such as struggles with complex sentence structures, limited background knowledge in specialized topics, and insufficient extensive reading practice.

While existing research on reading difficulties is substantial, most studies have focused on general reading comprehension and have been conducted in countries like Malaysia and Turkey. There is limited research examining specific academic reading challenges faced by English as Foreign Language (EFL) students in Indonesian universities. This study aims to address this gap by investigating the particular academic reading difficulties encountered by EFL undergraduate students in Pattimura University's English Education Study Program.

The present study addresses two primary research questions. First, what academic reading difficulties do EFL undergraduate students in the English Education Study Program at Pattimura University encounter? Second, what strategies do these students employ to overcome their academic reading difficulties? The study focuses specifically on understanding how EFL undergraduate students in the English department navigate and overcome academic reading challenges, examining both the specific difficulties they face and the strategies they develop to address these challenges.

LITERATURE REVIEW

Reading constitutes an active cognitive process that extends beyond basic word and sentence decoding. According to Cziko et al. (2000), readers engage in complex interactions with text, drawing upon their thoughts, memories, and prior knowledge to construct meaningful interpretations. This process becomes particularly sophisticated in academic contexts, where reading serves specific pedagogical and scholarly purposes.

Academic reading represents a distinct category of reading practice characterized by its specialized nature and purpose. Khan (2018) defines academic reading as an activity conducted

with explicit academic and pedagogical objectives, encompassing diverse materials such as scholarly texts, reference works, and research articles. Sengupta (2002) further elaborates this definition by emphasizing that academic reading involves purposeful and critical engagement with extensive texts on specialized subjects. This conceptualization highlights that academic reading transcends mere information retrieval, requiring deliberate analytical approaches to comprehend and examine specific subject matter.

The University of Southampton (2009) identifies three fundamental reading approaches essential for academic success. These comprise scanning for specific information, skimming for general comprehension, and detailed reading for thorough understanding. Each approach serves distinct purposes within the academic reading process, facilitating different levels of engagement with scholarly texts.

Research consistently indicates that non-native English speakers face heightened challenges in academic reading compared to native speakers. Studies by Durkin (2004), Goodman (1976), and Reid et al. (1998) demonstrate that non-native readers typically require significantly more time to develop critical reading skills for academic purposes. This finding is particularly relevant for international students who, according to Phakiti and Li (2011) and Young and Schartner (2014), often experience initial difficulties adapting to university academic practices due to unfamiliarity with institutional conventions.

Reading comprehension develops through various strategic approaches. Grabe (2009) identifies several crucial strategies that support effective academic reading: activation of prior knowledge, question formation and response, mental imagery creation, association development, comprehension monitoring, text preview, summary creation, structural analysis, graphic organizer utilization, selective rereading, speed adjustment, focused attention, and discriminative reading. These strategies collectively form a comprehensive framework for approaching academic texts effectively.

Several empirical studies have investigated academic reading challenges in diverse contexts. Sari (2013) examined students' perceptions of reading difficulties across different genres among English Department students at the State University of Padang. This study revealed patterns in how students approach various text types and the specific challenges each genre presents. Jayanti (2016) conducted research analyzing both student and teacher perspectives on reading difficulties at the University of Bengkulu, providing valuable insights into the alignment between learner experiences and instructor observations. Akarsu and Harputlu (2014) investigated effective reading strategies among Turkish graduate-level EFL learners, documenting both individual and collective strategic approaches. Additionally, Alghail and Mahfoodh (2016) explored academic reading

challenges encountered by international graduate students at a Malaysian university, highlighting significant areas of difficulty including note-taking efficiency, vocabulary comprehension, and time management.

METHOD

Research Design

This study employed a mixed-methods case study design as outlined by Creswell (2018), integrating both quantitative and qualitative approaches to develop a comprehensive understanding of academic reading difficulties. The design choice was motivated by the need to gather both broad numerical data about students' reading challenges and deep insights into their coping strategies. The instrumental case study approach was particularly suitable as it allowed for detailed examination of a specific phenomenon within its natural context while contributing to broader theoretical understanding.

Research Site and Participants

The study was conducted at the English Department of Pattimura University, Indonesia. The research site was selected based on its established English Education Study Program and its systematic approach to reading instruction through various course levels. The participant sample comprised 60 undergraduate students who had completed the Academic Reading Class in the English Department Study Program. To ensure representative data collection, participants were selected from the 2017 and 2018 academic cohorts.

From the initial pool of 60 students invited to participate, 40 students provided complete responses, representing a response rate of 66.7%. The final sample consisted of 12 male and 28 female students, all of whom had progressed through the department's sequential reading courses. This gender distribution reflects the typical enrollment pattern in the English Education Study Program. All participants had completed the required sequence of reading courses, including Extensive Reading, Intensive Reading, Professional Reading, and Academic Reading, ensuring they had sufficient experience with academic reading tasks to provide informed perspectives on the challenges and strategies involved.

Data Collection and Analysis

The study utilized multiple data collection instruments to ensure comprehensive coverage of the research questions. The primary data collection tools consisted of an online questionnaire and group interviews. The questionnaire was adapted from established instruments developed by

Hyland (1997) and Evans and Green (2007), comprising two sections: demographic information and academic reading difficulties assessment. The second section contained ten items evaluating students' perceptions of various academic reading tasks, measured on a five-point Likert scale ranging from 'very easy' to 'very difficult'.

Given the constraints imposed by the Covid-19 pandemic, data collection employed both online and offline methods. The questionnaire was administered through Google Forms for remote participants, while paper versions were distributed to students who could attend in person. To ensure data quality, follow-up group interviews were conducted with selected participants to validate questionnaire responses and gather detailed information about their reading strategies.

For data analysis, the study employed a mixed-methods approach. Quantitative data from the questionnaires were analyzed using Anas Sudijono's percentage formula, as cited in Indarto (2012), to determine the frequency and distribution of reading difficulties. This analysis provided numerical insights into the prevalence of various reading challenges. Qualitative data from the group interviews were processed using Sugiyono's (2008) thematic analysis framework, allowing for the identification of common patterns and themes in students' coping strategies. This dual analytical approach enabled triangulation of findings and provided a comprehensive understanding of both the challenges students face and their strategic responses.

FINDINGS

Academic Reading Difficulties Encountered by EFL Undergraduate Students

The analysis of questionnaire responses from 40 undergraduate students revealed significant patterns in academic reading difficulties. The comprehensive data collection process achieved a response rate of 66.7% from the initial pool of 60 students, representing a robust sample for analysis. The gender distribution of respondents comprised 12 males and 28 females, reflecting typical enrollment patterns in the English Education Study Program.

Table 1 presents the distribution of responses across ten aspects of academic reading activities, measured on a five-point Likert scale ranging from Very Easy (VE) to Very Difficult (VD). The data demonstrates varying levels of difficulty across different reading tasks, with mean scores ranging from 2.0 to 4.0.

Table. 1. Area of Academic Reading Difficulty

No	The Aspect of Academic Reading Activities	VE (1)	E (2)	N (3)	D (4)	VD (5)	Mean
1.	Identifying supporting details	5 (12.5%)	20 (47.5%)	12 (32.5%)	3 (7.5%)	0 (0.0%)	2.3
2.	Reading to understand whole text	8 (20%)	19 (47.5%)	10 (25%)	3 (7.5%)	0 (0.0%)	2.2
3.	Identifying keywords	5 (12.5%)	21 (52.5%)	6 (15%)	8 (20%)	0 (0.0%)	2.4
4.	Understanding the Organization of text	4 (10%)	16 (40%)	17 (42.5%)	3 (7.5%)	0 (0.0%)	2.0
5.	Scanning Significant Details	2 (5%)	14 (35%)	11 (27.5%)	13 (32.5%)	0 (0%)	2.8
6.	Skimming to get main Ideas	3 (7.5%)	16 (40%)	13 (32.5%)	5 (12.5%)	3 (7.5%)	2.7
7.	Understanding Specialist Vocabulary	0 (0%)	8 (20%)	6 (15%)	11 (27.5%)	15 (37.5%)	3.8
8.	Taking Brief, Relevant Notes	0 (0%)	9 (22.5%)	4 (10%)	12 (30%)	15 (37.5%)	3.8
9.	Working Out Meaning of Difficult Words	0 (0%)	5 (12.5%)	7 (17.5%)	8 (20%)	20 (50%)	4.0
10.	Using Own Words in Note Taking	8 (20%)	17 (42.5%)	11 (27.5%)	3 (7.5%)	1 (2.5%)	2.3
Average Responds (M)							2.8

The quantitative data reveals that understanding specialist vocabulary presents significant challenges, with 37.5% of participants rating it as very difficult and 27.5% as difficult. The mean score of 3.8 for this aspect indicates a substantial barrier to effective academic reading. Similarly, taking brief and relevant notes emerged as a significant challenge, with 37.5% of students finding it very difficult and 30% rating it as difficult, resulting in a mean score of 3.8.

Working out the meaning of difficult words proved to be the most challenging aspect, with a mean score of 4.0. Half of the participants (50%) rated this as very difficult, while an additional 20% considered it difficult. This finding suggests a critical need for vocabulary development support in academic reading contexts.

The overall mean score of 2.8 across all activities indicates a moderate level of difficulty in academic reading tasks generally. However, the data shows that students find certain aspects more manageable, such as understanding text organization (M=2.0) and reading to understand whole text (M=2.2), suggesting varying levels of competency across different reading skills.

Students' Strategies to Cope with Academic Reading Difficulties

The analysis of interview data revealed distinctive patterns in how students approach academic reading challenges. Group interview participants, comprising five students who reported significant difficulties (Group A) and five who demonstrated stronger reading capabilities (Group B), provided detailed insights into their coping strategies.

Students consistently reported relying on technological tools for vocabulary comprehension. Student C's experience exemplifies this approach: "When reading journals or literature, I frequently encounter challenging vocabulary. To comprehend the meanings, I utilize Google Translate, which is faster and simpler than a dictionary." Similarly, Student A explained: "Making summaries can be difficult due to the complicated terminology in the text. I use Google Translate to learn the meanings of new words and phrases."

The interviews revealed sophisticated note-taking strategies developed by successful readers. Student F elaborated on their approach: "I underline the topic sentence, circle keywords, and write the writer's main idea to aid in understanding." This method was echoed by Student I, who stated: "When taking important notes, I understand the meaning, write translations of complex words, and highlight crucial information." These systematic approaches demonstrate students' active engagement with text comprehension.

Multiple readings emerged as a crucial strategy across both groups. Student G emphasized this necessity: "Reading once is insufficient for academic purposes. I need three or more times to understand the meaning and specialist vocabularies in context." Student A supported this approach, noting: "I read multiple times to understand difficult words and underline important information." The consistency of this strategy across different proficiency levels suggests its fundamental importance in academic reading.

The implementation of mind mapping techniques represented an advanced strategic approach. Student J described their process: "We learned how to use mind maps in earlier reading classes. In academic reading, I employ mind maps to comprehend the writer's ideas and perspectives." This was further elaborated by Student H, who explained: "I create a mind map alongside the text, linking key points. It helps me express my arguments." These testimonies demonstrate the development of sophisticated reading comprehension strategies among successful readers.

DISCUSSION

This study investigated academic reading difficulties encountered by EFL undergraduate students and their coping strategies at Pattimura University's English Department. The findings reveal three primary challenges in academic reading and four distinct strategies employed by students to overcome these difficulties. This discussion examines these results within the context of existing literature and theoretical frameworks.

The identification of specialist vocabulary comprehension as a significant challenge (M=3.8) aligns with previous research findings. This difficulty reflects the observations of Durkin (2004) and Reid et al. (1998), who noted that non-native English speakers require substantially more time to process academic texts compared to native speakers. The high difficulty rating for specialist vocabulary comprehension suggests that students struggle with the technical and discipline-specific terminology common in academic texts. This finding is particularly significant given that vocabulary knowledge is fundamental to academic reading comprehension, as emphasized in earlier studies by Alghail and Mahfoodh (2016).

The challenge of taking brief, relevant notes (M=3.8) emerges as equally significant, supporting Piolat et al.'s (2005) assertion that note-taking represents a complex cognitive activity requiring simultaneous comprehension, selection, and textual production processes. The students' difficulty with note-taking suggests that they struggle with the multifaceted nature of academic reading, which requires not only understanding the text but also synthesizing and recording key information effectively. This finding extends Zhang's (2012) work on note-taking challenges by highlighting specific difficulties in the EFL context.

The highest difficulty rating for working out word meanings (M=4.0) indicates a fundamental vocabulary processing challenge that affects overall reading comprehension. This finding supports Shen's (2013) research highlighting vocabulary limitations as a primary barrier to effective academic reading among EFL students. The fact that 70% of participants rated this aspect as difficult or very difficult suggests that vocabulary processing remains a critical challenge even at advanced academic levels. This persistent difficulty may be attributed to the specialized nature of academic vocabulary and the limited exposure to such terminology in regular language learning contexts.

The strategies employed by students to overcome these challenges demonstrate both adaptability and resourcefulness. The prevalent use of technology, particularly translation tools, represents a modern approach to traditional vocabulary challenges. However, this finding raises important questions about the effectiveness of such tools in academic contexts, particularly given Jayanti's (2016) concerns about the development of independent reading skills. The systematic

note-taking strategies reported by students align with Brown's (2016) recommendations for effective academic reading practices, suggesting that students are actively developing metacognitive approaches to reading comprehension.

The reported use of mind mapping and multiple reading strategies indicates that students are developing sophisticated approaches to text comprehension. These strategies align with Grabe's (2009) identified key components of effective reading comprehension, including activation of prior knowledge, monitoring comprehension, and utilizing graphic organizers. The emergence of these strategies suggests that students are moving beyond simple translation-based approaches to develop more comprehensive reading strategies. This development is particularly significant given Young and Schartner's (2014) findings regarding the importance of adapting to university academic practices.

The findings reveal a nuanced interaction between reading challenges and strategic responses. While students face significant difficulties with vocabulary and note-taking, they have developed multiple strategies to address these challenges. This adaptive response suggests a level of metacognitive awareness that supports academic reading development. However, the persistent nature of vocabulary-related difficulties indicates that current instructional approaches may need modification to better support vocabulary acquisition in academic contexts.

These findings contribute to the broader understanding of academic reading challenges in EFL contexts, particularly within Indonesian higher education. The identification of specific difficulties and corresponding strategies provides valuable insights for pedagogical practice and curriculum development. The results suggest a need for more targeted support in vocabulary development and note-taking skills, while acknowledging the value of student-developed strategies in overcoming academic reading challenges.

CONCLUSION

This study underscores the multifaceted nature of children's second language acquisition (SLA), shaped by the dynamic interplay of internal and external factors. Internally, attributes such as motivation, cognitive abilities, personality traits, and emotional states significantly influence the learning process. Externally, factors including the quality of instruction, sociocultural context, and family involvement provide essential support systems for language development. The findings emphasize the critical interdependence of these factors, with successful SLA reliant on their alignment and reinforcement. Furthermore, the study highlights the significance of age-related advantages and the role of neuroplasticity in shaping effective learning strategies, along with the impact of emotional well-being on learner outcomes.

Based on these insights, several recommendations are proposed to enhance language acquisition among children. Educators are encouraged to implement tailored instructional strategies that align with learners' developmental needs and cognitive profiles. Strengthening parental and community engagement can provide essential reinforcement and opportunities for immersive learning. Teacher training programs should emphasize evidence-based pedagogical methods to improve instructional quality. Integrating sociocultural elements into the curriculum and addressing emotional barriers such as language anxiety can foster motivation and active learner participation. Lastly, future research should focus on empirical validation of theoretical models and explore the integration of innovative tools and technologies to further support SLA processes.

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Internal and External Factors Affecting Children's Second Language Acquisition

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ABSTRACT

Second Language Acquisition (SLA) in children is a complex interplay of internal and external factors that significantly influence learning outcomes. This study explores the multifaceted nature of SLA, emphasizing critical variables such as motivation, cognitive abilities, personality traits, age, and emotional states. External determinants, including instructional quality, sociocultural context, and family involvement, are also highlighted. Employing a library research methodology, the study synthesizes insights from diverse academic resources to identify how these factors collectively shape language acquisition trajectories. Findings underscore the dynamic interdependence of internal and external influences, emphasizing tailored instructional strategies and the importance of supportive learning environments. The implications extend to pedagogical practices, parental engagement, and the integration of sociocultural elements to foster effective SLA. The study concludes with recommendations for future research to empirically validate theoretical models and explore innovative approaches in language education.

Keywords: *External Factors, Children, Internal Factors, and Second Language Acquisition,*

INTRODUCTION

Second Language Acquisition (SLA) is a dynamic and multifaceted process, especially in the context of children learning English as a Foreign Language (EFL). Unlike first language acquisition, where linguistic skills are naturally developed within a conducive environment, SLA depends on a complex interplay of intrinsic and extrinsic factors (Ellis, 1997). The uniqueness of SLA lies in its reliance on external exposure and internal cognitive and emotional influences, which vary significantly among learners.

One of the most critical factors in SLA is age. Younger learners are often perceived to have an advantage due to the brain's plasticity during early developmental stages (Lenneberg, 1967). However, this advantage is not universal and interacts with other determinants such as motivation, learning strategies, and the quality of parental and teacher support (Lightbown & Spada, 2013). Sociocultural environments also play a pivotal role, influencing learners' attitudes and opportunities for immersion in the target language (Vygotsky, 1978). For children in EFL settings, where English exposure is limited outside classrooms, the quality of instruction and availability of resources become paramount for successful learning outcomes (Krashen, 1982).

Globalization has further emphasized the necessity of acquiring a second language, extending beyond English to various linguistic contexts. The differences between a learner's first and second languages, their metalinguistic awareness, and the support provided in the learning environment significantly impact SLA success. Research underscores the importance of considering these elements to mitigate challenges such as language interference and to leverage cognitive advantages (Cook, 2008).

In studying SLA, comprehension abilities are a focal point, especially regarding the distinct challenges faced by children and adults. Factors such as phonological skills, social environments, motivation, and formal education influence how second languages are learned and understood (Dörnyei, 2005). By analyzing these elements through a multidisciplinary lens, researchers and educators aim to enhance second language pedagogy, particularly in multilingual and multicultural settings.

This chapter examines the definition, scope, and contributing factors to SLA, with particular emphasis on motivation, attitude, age, intelligence, aptitude, and personality. Each of these factors contributes uniquely to the variability in SLA success, underscoring the importance of tailored instructional strategies. By addressing these dimensions, this study seeks to provide insights into creating inclusive and effective language-learning environments, ultimately empowering learners across diverse settings to achieve their language acquisition goals

METHOD

This study employs a library research methodology, focusing on analyzing and synthesizing information from existing literature to address the research objectives. As defined by Hamzah (2020) and Zed (2008), library research relies on textual or discourse analysis of academic resources such as books, journals, and documents to derive insights. Unlike field research, which incorporates primary data collection, this method confines itself to documented knowledge and established theories, ensuring findings are rooted in validated studies.

Key steps in this approach include identifying research questions, conducting a systematic literature search, analyzing data to synthesize patterns, and drawing conclusions based on the analyzed resources. According to Sari (2020) and Zed (2008), these steps enable researchers to integrate expert opinions and theories to develop coherent arguments. For this study, diverse sources on second language acquisition, including foundational texts and recent peer-reviewed articles, are used to provide a comprehensive understanding of the topic.

While library research offers a rich theoretical foundation and accessibility to expert opinions, it has limitations, such as reliance on available literature and the absence of empirical

validation. However, as George (2008) emphasizes, this method is effective for achieving the study's objectives, offering a thorough examination of theories and contributing to an enriched understanding of internal and external factors affect children's second language acquisition.

FINDINGS AND DISCUSSION

Conceptual Framework of Second Language Acquisition

The field of second language acquisition (SLA) has undergone significant theoretical evolution in recent decades, particularly regarding the understanding of learning mechanisms in young learners. Wulff (2020) influential research demonstrates that successful language acquisition emerges from the intricate interplay between neurological development and environmental stimuli. This perspective challenges traditional assumptions about language learning processes, as evidenced in Paradis et al.'s (2017) longitudinal study of 127 young learners, which revealed that metalinguistic awareness develops through both explicit instruction and implicit learning mechanisms. Their findings question earlier theories that emphasized the dominance of implicit learning in childhood SLA.

Significant breakthroughs in understanding age-related differences in language learning have emerged from DeKeyser (2018) systematic review of cognitive development. His analysis suggests that while younger learners demonstrate advantages in neural plasticity, these benefits manifest primarily in implicit learning contexts. Supporting this position, Ortega (2014) comprehensive examination of maturational constraints identifies critical periods of enhanced sensitivity to linguistic input, rather than absolute barriers to acquisition. These insights carry substantial implications for classroom practice, suggesting the need for methodologies that align with learners' developmental stages while addressing potential areas of difficulty.

The emergence of advanced neuroimaging techniques has revolutionized our understanding of SLA's biological foundations. Through functional magnetic resonance imaging, Berken et al. (2017) revealed distinctive patterns of neural activation in bilingual children, indicating that early second language exposure promotes more integrated language processing networks. These observations gain additional support from Li et al. (2014) longitudinal study documenting structural brain changes during intensive language learning. Their research recorded significant increases in grey matter density within language processing regions, highlighting the brain's remarkable capacity for linguistic adaptation throughout development.

Internal Factors Influencing SLA

Scholars investigating the psychological dimensions of language learning have increasingly recognized motivation as a cornerstone of successful SLA. Drawing from extensive empirical research, Dörnyei and Ushioda (2021) comprehensive analysis reveals the multifaceted nature of motivational factors in language acquisition. Their findings align with Gardner (2010) seminal work, which established fundamental connections between motivational orientations and learning outcomes. Through a detailed examination of 234 young learners, Kormos et al. (2011) demonstrated that internally motivated students exhibited significantly higher persistence levels in language learning tasks.

The cognitive landscape of second language acquisition presents a rich tapestry of individual differences and learning mechanisms. Sawyer and Ranta's (2018) investigation into cognitive processing reveals distinct patterns of language internalization among learners. This perspective gains support from Linck et al. (2021) meta-analysis spanning 79 studies, which established robust correlations between working memory capacity and various aspects of language proficiency. Their findings suggest that cognitive abilities play a more nuanced role in language acquisition than previously theorized.

Recent investigations into personality factors have revealed their profound impact on second language acquisition processes. Dewaele (2013) extensive research spanning multiple educational contexts demonstrates that individual personality traits significantly influence learners' approaches to language tasks and their overall acquisition success. Through careful analysis of 156 young learners, MacIntyre and Gregersen (2012) identified specific personality characteristics that facilitate successful language learning, particularly in communicative contexts. Their work reveals that traits such as openness to experience and emotional stability correlate strongly with enhanced language learning outcomes.

The interplay between affective factors and language learning success has emerged as a critical area of investigation in SLA research. Horwitz (2010) groundbreaking work on language anxiety provides compelling evidence for both facilitative and debilitating effects of emotional states on learning processes. These findings gain additional support from Liu and Jackson (2009) longitudinal study of 547 participants, which documented significant correlations between self-confidence levels and willingness to engage in target language communication. Their research underscores the complex relationship between emotional factors and language learning achievement, suggesting that affective variables may influence acquisition processes more profoundly than previously recognized.

External Factors Impacting SLA

A systematic examination of educational environments reveals their crucial role in shaping second language acquisition outcomes. Through detailed classroom observations and empirical analysis, Ellis and Shintani (2013) demonstrate that instructional quality serves as a primary determinant of learning success. Their findings are reinforced by Lightbown and Spada (2021) comprehensive investigation of pedagogical approaches, which identifies specific teaching strategies that optimize language learning outcomes. These insights have significant implications for classroom practice, particularly regarding the implementation of evidence-based instructional methods.

The sociocultural landscape of language learning has emerged as a fundamental consideration in understanding SLA processes. Norton (2016) ethnographic research illuminates the complex relationships between social identity and language learning motivation. This perspective gains further support from Duff (2019) longitudinal investigation of peer interactions in language learning contexts, which reveals the crucial role of social relationships in facilitating language development. Kramsch (2014) analysis of cultural attitudes provides additional insight into how societal factors influence learning motivation and achievement.

Family dynamics and home environments have proven instrumental in shaping young learners' language acquisition trajectories. Baker (2011) comprehensive research on bilingual development demonstrates the significant impact of parental involvement on children's language learning success. These findings are corroborated by Unsworth et al. (2018) longitudinal study of 168 families, which revealed strong correlations between home literacy practices and language development outcomes. Their work emphasizes the critical role of family support systems in fostering successful language acquisition.

The Interrelationship Between Internal and External Factors in SLA

The integration of recent research has unveiled complex interconnections between internal and external factors in second language acquisition. Dörnyei and Ryan (2014) systematic analysis demonstrates how individual characteristics interact dynamically with environmental conditions to shape learning outcomes. Their work reveals that seemingly distinct factors, such as motivation and classroom environment, function as interconnected elements within a larger system of language learning influences.

Empirical investigations by Larsen-Freeman (2017) highlight the ecological nature of language learning, where cognitive development and environmental factors engage in continuous interaction. This perspective gains support from Norton and De Costa's (2018) research on learner

identity and investment in language learning, which reveals how personal characteristics evolve through ongoing interaction with social contexts. Their findings suggest that successful language acquisition depends on the harmonious alignment of individual factors with environmental conditions.

Contemporary understanding of SLA has been enriched by Mercer (2016) investigation into the psychology of language learning, which reveals how external support systems modulate the expression of internal learning factors. These insights are complemented by De Bot and Larsen-Freeman (2011) research on dynamic systems in language development, demonstrating that teaching effectiveness depends heavily on its compatibility with learners' internal characteristics. Their work emphasizes the need for pedagogical approaches that acknowledge and respond to the complex interplay between internal and external factors in language acquisition.

CONCLUSION

This study underscores the multifaceted nature of children's second language acquisition (SLA), shaped by the dynamic interplay of internal and external factors. Internally, attributes such as motivation, cognitive abilities, personality traits, and emotional states significantly influence the learning process. Externally, factors including the quality of instruction, sociocultural context, and family involvement provide essential support systems for language development. The findings emphasize the critical interdependence of these factors, with successful SLA reliant on their alignment and reinforcement. Furthermore, the study highlights the significance of age-related advantages and the role of neuroplasticity in shaping effective learning strategies, along with the impact of emotional well-being on learner outcomes.

Based on these insights, several recommendations are proposed to enhance language acquisition among children. Educators are encouraged to implement tailored instructional strategies that align with learners' developmental needs and cognitive profiles. Strengthening parental and community engagement can provide essential reinforcement and opportunities for immersive learning. Teacher training programs should emphasize evidence-based pedagogical methods to improve instructional quality. Integrating sociocultural elements into the curriculum and addressing emotional barriers such as language anxiety can foster motivation and active learner participation. Lastly, future research should focus on empirical validation of theoretical models and explore the integration of innovative tools and technologies to further support SLA processes.

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