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The June issue of Pattimura Excellence Journal of Language and Culture (PEJLaC) in 2022 consists of 5 creative and disruptive local wisdom papers contributed from highly selected 2 countries authors from Thailand and Indonesia. The theme of such attractive issue is **“Disruptive Works on Language and Culture.”**

The following are the highlights of the selected 5 peer reviewed papers:

RESPONDENTS RECALLING THE LAST TIME THEY READ MALUKU FOLKLORE

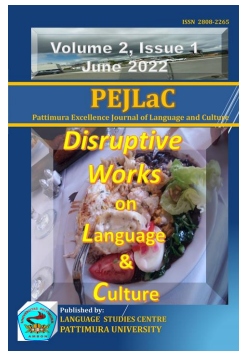
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Back in senior High School	19
> 3 years ago	18
Back in Elementary School	16
When I was a child	10
2 years ago	8
Total =	248

Opportunities

	Printed	E-Book	Online reading	Youtube
Yes	75	71	134	174
No	45	57	12	6
Maybe	128	120	102	68

Paired Samples Statistics

Pair	Pretest	Mean	N	Std. Deviation	Std. Error Mean
1	Posttest	74.9333	30	11.92775	2.17770
		89.8667	30	6.36658	1.16237



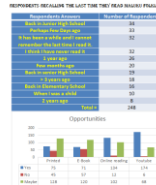
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DOI: <https://doi.org/10.30598/PEJLac.v2.i1.pp91-100>

Helena M. Rijoly^{1,2,♦}

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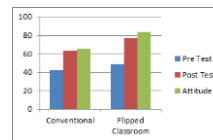


The Effectiveness of Using the Digital-Based Flipped Classroom Model in Learning German Grammar level A2.1

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DOI: <https://doi.org/10.30598/PEJLac.v2.i1.pp109-116>

Juliaans E R Marantika^{1,2*}, Eldaa Crystle Wenno¹ and Jolanda Tomasouw¹

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Pair	Mean	N	Std. Deviation	Std. Error Mean
1 Pretest	74.9333	30	11.92775	2.17770
1 Posttest	89.8667	30	6.36658	1.16237

The Effective Age of Second Language Acquisition: A Literature Review

DOI: <https://doi.org/10.30598/PEJLac.v2.i1.pp117-123>

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How Ambonese Read: Challenges and Opportunities to Preserve Maluku

Folklore and Culture

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Abstract

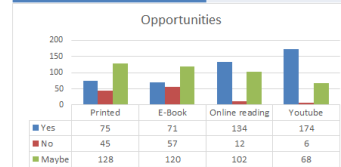
Preserving culture can be done through the folklore that are passed down from generation to generation. The main aim of this survey is to see the challenges and opportunity for Maluku Folklore preservation. This research provides an insight on the students’ reading habit and preference, the availability of Maluku Folklore, and students’ perception on Maluku folklore. The data collected 248 responses through an online survey. The result highlighted several interesting information; 1) Despite the result show respondents perceived reading as their hobby, their preference activity shows that in their free time books are not the first choice and the culture of bedtime stories and/or being read to by parents are an uncommon practice. 2) Students rarely read Maluku Folklore unless it is an assignment from school. 3) Students believed that Maluku Folklore is not as popular and available compared to folklore from other parts of Indonesia. 4) Maluku Folklore is not readily available for students to find and consume. 5) Students prefer to read on digital and online platforms compared to the printed ones. 6) Opportunities for preservation can be done by embracing the technology and internet to tapped in to the current young people reading preferences and habit.

Keywords: Preserving Maluku Culture, Maluku Folklore, Reading Preference, Reading Habit, Culture Appreciation and Preservation.

The significant finding: It was found that Ambonese young people do not feel that the folklore is readily available and accessible. Therefore, experts need to work hand in hand in the near future to produce good quality publication of Maluku folklore in different levels of readers

RESPONDENTS RECALLING THE LAST TIME THEY READ MALUKU FOLKLORE

Respondents Answers	Number of Respondents
Back in Junior High School	34
Perhaps Few Days ago	33
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Back in senior High School	19
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Back in Elementary School	16
When I was a child	10
2 years ago	8
Total	248



ARTICLES

I. INTRODUCTION

United Nation underlined that folklore is an “integral part of culture heritage and living culture” and that steps should be made to safeguard and conserve these folklore (NGO Commitee on Education, 1989). Folklores or traditional stories instill in the reader or listener the local wisdom as well as the vehicle to transfer knowledge and history from generation to generation. Folklore plays an important role in nurturing the multiculturalism to young people in Indonesia and specifically in Maluku (Saimima, 2022). Folklores are laden with moral lesson and was created from the common practice of anchestor to educate and to pass on values to the next generation (Abdullah, 2022).

However, the folklore or local stories are not being read or retold to the young generation nowadays. Two aspects that

contribute to this are the reading habit and the availability and access to reading materials. Indonesia National Library of Maluku conducted a Reading Habit Survey in 2020 and noted that Maluku ranked the 26th out of the 34 province in Indonesia (Liputan6.com, 2021). Meanwhile, an extensive study conducted by the center for the Policy on Education and Culture under the Ministry of Education and Culture in 2019 showed that in terms of reading culture, Maluku ranked 21st out of 34 province. Meanwhile for the availability and access to the reading material, Maluku ranked 18th from 34 provinces in Indonesia (Puslitjakbud, 2019).

This phenomenon does not only affect the reading ability and reading habit of students academically. Moreover, it is a threat to the preservation of culture of Maluku. Ministry of Education and culture reported that there are 11 regional languages in Indonesia with no more

native speaker and have been deemed extinct (Wisma Bahasa, 2021). Out of these 11 languages mentioned, 8 are from Maluku, 1 from North Maluku and 2 from Papua and West Papua. Meanwhile, we are bombarded with foreign culture which are seen as more popular, hip and happening such as currently the “K-Pop Culture or Hallyu effect or the Korean Wave” (Riaeni, Suci, Pertiwi, & Sugiarti, 2019). As part of the research to build this study, a quick internet search on google was performed by typing the keywords “*Cerita Rakyat Indonesia*” and “*Cerita Daerah Untuk Anak*”. The search result shows that none of the top 10 stories presented on the google were stories from Maluku. Another search was also conducted by typing the same keywords on YouTube Platform and the result shows that the top 10 search result did not yield any Maluku Folklore.

Folklore carries with it local wisdom and values as well as language and local practices. The availability of Maluku Folklore is one of the factors that will promote accessibility and popularity. When Maluku folklore are diminishing from our reading repertoire, then we risk the endangerment of our culture as whole. Therefore, this research gathered information on the reading habit and preference, availability of Maluku folklore and the perception of Junior High School (SMP), Senior High School (SMA), and University Students in Ambon.

II. METHODOLOGY

This research is a cross-sectional design survey study. Cross-sectional design provides a snapshot of the current behaviors, attitudes, and beliefs in a population. The survey utilized an online questionnaire using Google Form and

distributed to the students through the teachers of Junior High School Students (SMP), Senior High School Students (SMA) and university students in Ambon. The survey gathered data from 100 respondents: 23 are SMP students, 40 are SMA students, and 37 university students. The questionnaire consists of 4 parts: The first part is respondents’ information (4 items). The second part gathered data on students reading habit and reading preferences (9 items), the third part gathered data on the availability of Maluku Folklore (8 items), and the third part gathered information on students’ perception on the availability and accessibility of Maluku Folklore (8 items).

III. FINDINGS AND DISCUSSION

Respondents’ Demographic

The total respondents were 248 students: 102 SMP (Junior High School) students, 79 SMA (Senior High School) students, and 67 university students who live in Ambon Island. They are mostly resided in the sub district of Baguala, Teluk Ambon Baguala and Sirimau.

Table 1. Distribution of Respondents

Subdistrict	SMP	SMA	University
Nusaniwe	6	0	5
Sirimau	11	27	48
Leitimur Selatan	6	5	0
Baguala	35	41	3
Teluk Ambon	44	6	11

The highest percentage of occupation for fathers were farmers – 45 out of 248 (18%), followed by government official – 39 out of 248 (15.6%) and Entrepreneur – 32 out of 248 (12.8%). The highest percentage of occupation for mothers were Unemployed – Stay-at-Home Mother – 102 out of 248 (40.8%), followed by

government official – 39 out of 248 (15.6%) and PNS (government) Teacher – 20 out of 248 (8%).

Students Reading Habit and Preference

80,2% respondents admitted that reading is their habit. However, when crossed checked with other items it shows that this high number is merely a perceived idea. When asked what they usually do on their free time, they answered: Using social media on their phones (50.6%) and Watching TV or watch YouTube - (17.7%). Meanwhile, only 15 out of 248 respondents (5.7%) chose reading for pleasure either in printed form or digital/online as the activity they usually do when they have free time.

Table 2. How students per education lever use their free time.

How Students use their freetime	UNIVERSITY	SMA	SMP	Total Response	%
Using social media	44	56	34	134	50,6
Watch TV or Youtube or Kdrama or Anime or movie	11	18	18	47	17,7
Playing outdoor with friends	2	3	24	29	10,9
Playing game on MobilePhones	3	6	15	24	9,1
Reading (printed and/or online)	7	4	4	15	5,7
Study	0	2	8	10	3,8
Play and Listen to Music	0	2	0	2	0,8
Doodle, Drawing or Painting	0	1	1	2	0,8
Sport	0	1	0	1	0,4
Doing House chores	0	0	1	1	0,4

Reading habit is nurtured as it grows from daily practice to become a habit. Emily Buchwald, a literary author once said that “children are made readers on the lap of their parents.” This means that parents’ role in developing a child to like reading is crucial. Respondents admit that their parent almost never read to and with them when they were growing up.

Table 3. Reading Habit at Home

Question	Always	Sometimes	Rarely	Never
When you were small, did your parents read to and with you?	27%	0	35.9%	37.1%
Do your family have a “Bedtime Reading” habit?	12.1%	0	35.1%	52.8%

In keeping up with the technological advancement and internet access in young people, the result shows that students these days prefer to read on online and digital platform with 45.2% respondents chose reading webtoon and 39.1% respondents prefer to read on other online reading platforms and apps. This is followed by reading printed comics (35.5%) and reading printed novel (34.7%).

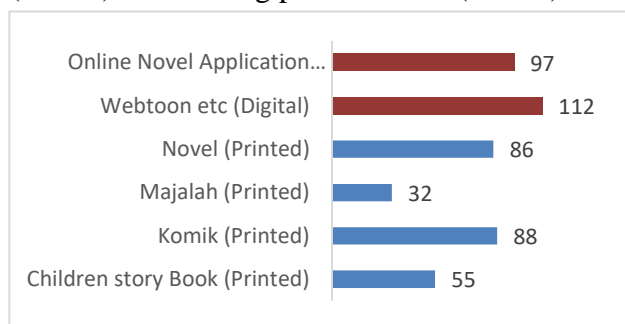


Chart 1. The Types of Reading Students Usually Read (numbers shown are answers out of 248 respondents)

However, the respondents prefer printed book/magazine/novel/comic (29%). This type of reading was significantly preferred by Junior High school respondents. Meanwhile, 27.4% prefer Online Novel platforms and apps. This type of reading format was preferred by Senior High school and University Students. 27% prefer digital book/magazine. Senior high school students prefer this format of reading. Lastly, 16.5% prefer Webtoon and similar platforms and apps. This is dominated by senior and junior high school students’

respondents.

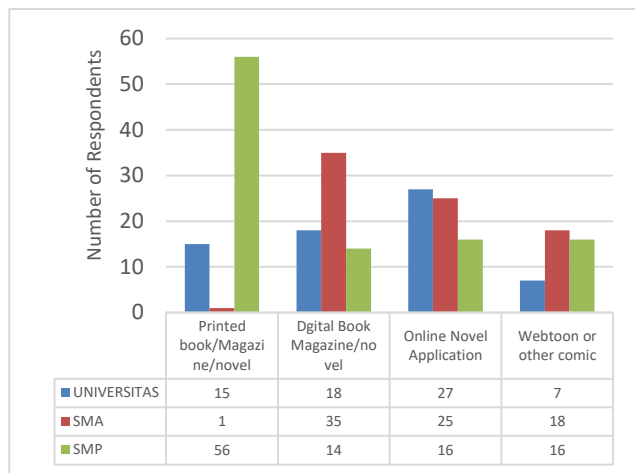


Chart 2. Students Reading Format Preference for each education level (numbers shown are answers out of 248 respondents)

The language of reading they usually read with is Bahasa Indonesia (82.4%) and English (10.8%). Ambon/Maluku language only logged 13 responds (5.2%) out of 248 respondents.

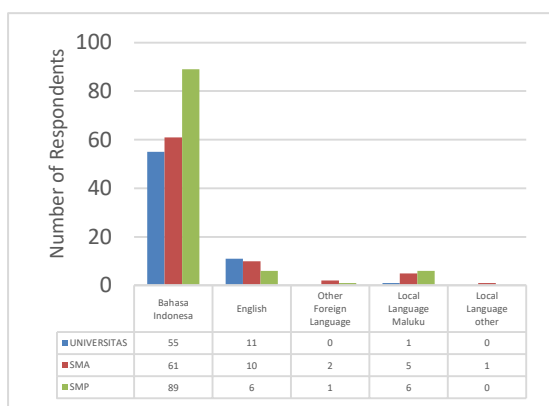


Chart 3. Language of Reading per education Level (numbers shown are answers out of 248 respondents)

Students usually get their reading material from the internet (68.4%). This includes either downloading and reading directly online from novel or comic platforms,

blog, etc. Other practices that are commonly used are borrowing from friends and from the library. Junior High School students responded higher on these practices compared to the Senior High School and University students' respondents.

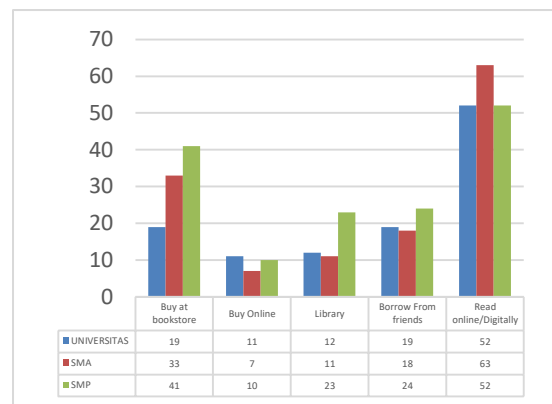


Chart 4. Where students get their reading material per education level (numbers shown are answers out of 248 respondents)

Availability and Access to Maluku Folklore

81,6% respondents said that they have read Maluku Folklore in their life. However, when asked how often do they read Maluku Folklore the answers tend to show that Maluku Folklore is not something students read often. The highest respondents answered Rarely (36.4%) Sometimes (34.4%), Never (16%). Meanwhile, only 13.2% out of 248 respondents claimed that they usually and often read Maluku Folklore.

The survey provided an open-ended item which asked the respondents to mention the last time they read Maluku Folklore. The respondents' answers range sometime in the past few days and last week, from last year, or to the specific level at school. Some respondents admitted that they cannot remember when and that they believe they have

never read a Maluku Folklore. Respondents also added that the reason they even have the chance to read Maluku Folklore is because of a school assignment (134 out of 248 respondents) or when they are enrolling in a storytelling competition which uses Maluku Folklore (85 out of 248 respondents).

Table 4. Respondents recalling the last time they read Maluku Folklore

Respondents Answers	Number of Respondents
Back in Junior High School	34
Perhaps Few Days ago	33
It has been a while and I cannot remember the last time I read it.	32
I think I have never read it	32
1 year ago	26
Few months ago	20
Back in senior High School	19
> 3 years ago	18
Back in Elementary School	16
When I was a child	10
2 years ago	8
	248

The availability of Maluku Folklore has varied responses. Respondents stated that Maluku Folklores in the form of printed book are seldom readily available or seen in the local bookstore. 73.6% respondents in this survey admitted that they have never buy or being bought Maluku Folklore book either from the bookstore or from online shop. On the previous survey items, respondents admit that there were Maluku Folklore books in the library. Meanwhile, Maluku Folklore can be found online when they really search for it.

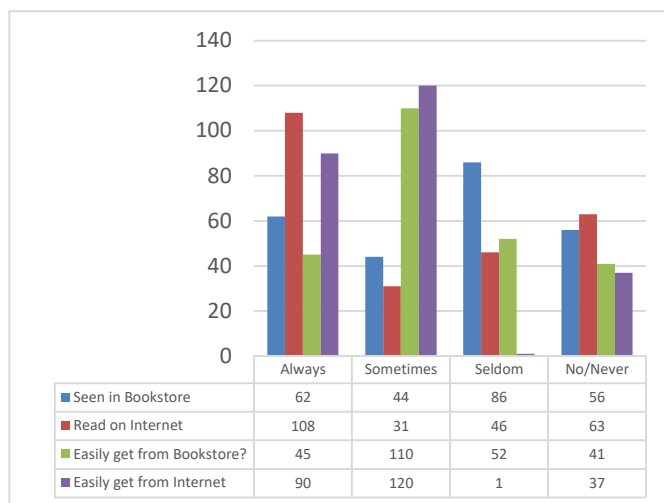
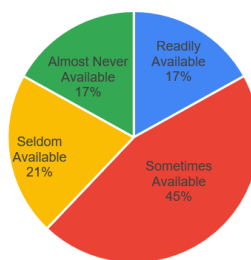


Chart 5. Availability and Accessibility of Maluku Folklore in print and online (numbers shown are answers out of 248 respondents)

Students' perception on the availability and accessibility of Maluku Folklore

Respondents believe that Maluku Folklore books are not easily to be found and readily available in the local bookstore. On the other hand, the respondents felt that Maluku Folklore is easily accessed and available on the internet when they search for it.

Local Bookstore



Internet



Chart 6. Comparing the Availability and Accessibility of Maluku Folklore at Local Bookstore and on Internet

Students believed that Maluku Folklore is not as popular or available compared to

folklore from other part of Indonesia. They noted Java, Sumatra and Kalimantan as the most popular and known folklores. When asked to mention specifically the Folklore they remember, not all respondents gave their answer. 35 out of 248 respondents mentioned *Malin Kundang*, followed by *Sangkuriang* (18 respondents), *Gunung Tangkuban Perahu* (15 respondents), *Bawang Merah dan Bawang Putih* (14 respondents), *Timun Mas* (14 respondents). Other mentioned *Dewi Sri* (5 respondents), *Danau Toba* (5 respondents), *Roro Jongrang* (4 respondents). A total of 22 out of 248 respondents mentioned Maluku Folklore. These respondents only mentioned 3 Maluku Folklores: *Batu Badaong* (10 respondents), *Tanjung Martafons* (8 respondents), and *Nene Luhu* (4 respondents).

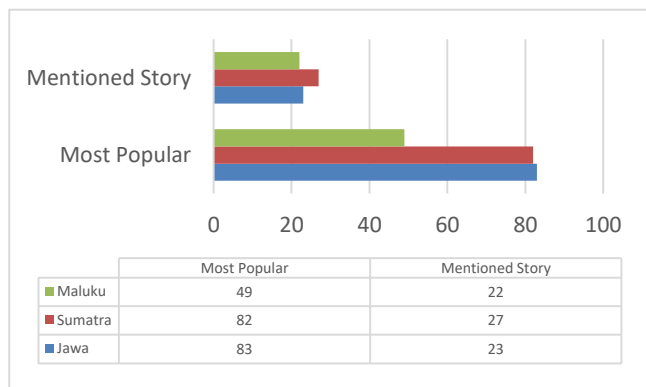


Chart 7. Students perception on the Popularity of Indonesian Folklore and the ability to mention Folklore they remember online (numbers shown are answers out of 248 respondents).

One of the respondents wrote, “*I can only remember reading folklore from Java. When I was at elementary school, I remember that all the books were about folklore from Java, from how a city is formed and the story about the kingdom in Java*” (Respondent 60, translated)

Lastly, the respondents were asked their preference for the Maluku folklore to be available and to access. Majority of the respondents prefer the Maluku Folklore to be available on YouTube (174 respondents - 70.2%) and on online platforms (134 respondents - 54%). Respondents least preferred the Maluku Folklore to be available on E-Book (57 respondents - 23%) and in printed book or reading material (45 respondents - 18.1%).

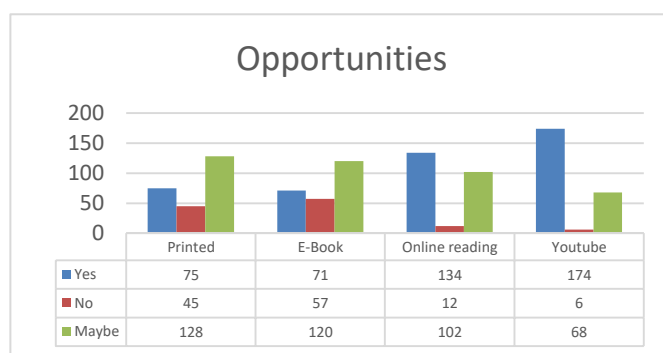


Chart 8. Identified opportunities based on respondents preferred reading platform and format.

IV. DISCUSSIONS

Culture preservation, specifically the preservation of Maluku folklore is currently facing a great challenge with the ‘invasion’ of internet, technology and gadgets. Not only that, the challenge is also more inherent because these generation of young people in Ambon (Maluku) do not have reading habit and culture. **Poedjiastuti (2018)** emphasized that the habit of reading is shaped by socio-cultural aspects and not only on the cognitive ability of the reader. Many have mentioned that Maluku people has an oral tradition where stories and culture are passed down by means of speech and stories instead of written ones. This is proven by the lack of written historical artefact

from Maluku. Socio-cultural aspects also refer to the nurtured environment for reading to grow for example, whether the child grow up in a household where reading and reading habit are prevalent by the role model of the parents (Yusof, 2010). This research also surveyed the recent habit and reading culture of the current young people. It does confirm that there was a lack of reading culture that was nurtured from childhood. It is rare to find parents who reads to the children either of a scheduled times of the day or for bedtime stories. Academic research and popular literature have shown that these parent-child reading time do play a role in nurturing reading culture by introducing the love of books, storytelling, and planting the seed for a healthy mindset and habit towards books and reading habit (Nathanson, Pruslow, & Levitt, 2008).

On the other hand, the practice of telling a story can still be found although not many anymore. Several respondents admitted that instead of 'reading', the stories were told to them. Respondents 135 said, "(I) have never read the story. I listen to the story (as it was being told to me)." (translated). This is affirmed by respondent 136 who said, "I have never actually read. I only hear the stories my grandparent told me." (translated). Parents are finding less time to chat or bond with the children over Local folklore due to their time of work and the interference of technology and gadget use in the household.

Another challenge for Maluku Folklore preservation is the lack of Maluku culture representation in standardized textbook they used at school. A previous study was conducted by Yuliani (2020) on Riau Folklore showed that although Riau's Folklore was present in school textbook but students were also unaware of many local folklore. The survey showed that

Maluku Folklore are not as popular compared to Java and Sumatra's Folklore. Respondents can mention numerous stories from those areas as compared to Maluku Folklore. Respondent 137 ironically wrote, "I wish I can say that we read about Maluku in school. But in reality, we only read about Java and Sumatra." (Translated). The underrepresentation of culture in textbook may lend to the lost of identity and appreciation towards one's culture.

Nevertheless, there are some avenues where young people gain access to Maluku Folklore. It was previously mentioned that instead of reading, they were being told the story. The survey also found that YouTube, Story Telling Competition, and School Assignments are what makes young people read or gain exposure to Maluku Folklore. Respondents 241 mentioned, "To be honest, I didn't 'read'... I watch the (animated) folklore story on YouTube. This was done last year to complete a class project" (translated). These practices need to be maintained, improved and incorporated to facilitate the young people to access and appreciate Maluku Folklore.

This research also shone some light on opportunities for the preservation and appreciation of Maluku Folklore. It is true that reading habit and culture is lacking and Maluku Culture is underrepresented in standardized textbook or Indonesian folklore literature. However, the young people are currently more literate and have develop different preference on the platform of reading they prefer (Kurniasih, 2016). This survey affirms that even the young people in Ambon have preferred the online and digital reading platform such as online reading on blogs and social media or on online apps such Webtoon, Wattpad, Dreame etc. These are opportunities that need to be considered by those who pursue

the preservation of the Maluku Folklore. Aside from the printed books, we need to also consider publishing the many Maluku folklores through these platforms.

V. CONCLUSION AND SUGGESTION

Therefore, this research was conducted to understand the challenges and opportunities for the preservation of Maluku Folklores. This research has identified that there are challenges such as Ambonese young people have lower reading motivation and lack the culture of reading, the underrepresentation of Maluku folklore in standardized school textbook and national literature, and lack of popularity and awareness of Maluku folklore. However, this research has also shown that there are opportunities that can be taken to remedy this situation. Another one of the challenges is that the young people do not feel that the folklore is readily available and accessible. Therefore, we need to work hand in hand to produce good quality publication of Maluku folklore for different level of readers. Apart from the printed publication, we can tap on the young people reading preferences on online and digital platforms, YouTube, and podcast to reach more readers and to ensure exposure. Beside that, we need to appreciate those who diligently held storytelling competition and the teachers who gave assignments for students on Maluku folklore. These activities not only allow them to compete and learn but also among the few opportunities they get to access and appreciate the Folklore with the values and message in it. When we continue to this, we will be able to preserve Maluku culture through Folklores. We will be able to help the young people of tomorrow to learn their identity,

embody the values and stand proud of who they are as they contribute to the world.

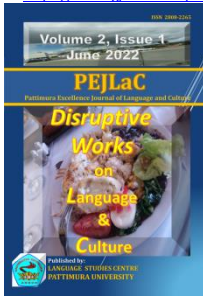

ACKNOWLEDGEMENT

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How Ambonese Read: Challenges and Opportunities to Preserve Maluku

Folklore and Culture

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Abstract

Preserving culture can be done through the folklore that are passed down from generation to generation. The main aim of this survey is to see the challenges and opportunity for Maluku Folklore preservation. This research provides an insight on the students' reading habit and preference, the availability of Maluku Folklore, and students' perception on Maluku folklore. The data collected 248 responses through an online survey. The result highlighted several interesting information; 1) Despite the result show respondents perceived reading as their hobby, their preference activity shows that in their free time books are not the first choice and the culture of bedtime stories and/or being read to by parents are an uncommon practice. 2) Students rarely read Maluku Folklore unless it is an assignment from school. 3) Students believed that Maluku Folklore is not as popular and available compared to folklore from other parts of Indonesia. 4) Maluku Folklore is not readily available for students to find and consume. 5) Students prefer to read on digital and online platforms compared to the printed ones. 6) Opportunities for preservation can be done by embracing the technology and internet to tapped in to the current young people reading preferences and habit.

Keywords: Preserving Maluku Culture, Maluku Folklore, Reading Preference, Reading Habit, Culture Appreciation and Preservation.

The significant finding: It was found that Ambonese young people do not feel that the folklore is readily available and accessible. Therefore, experts need to work hand in hand in the near future to produce good quality publication of Maluku folklore in different levels of readers

RESPONDENTS RECALLING THE LAST TIME THEY READ MALUKU FOLKLORE

Respondents Answers	Number of Respondents
Book in Junior High School	34
Purchase few days ago	33
It has been a while and I cannot remember the last time I read it.	32
I think I have never read it	32
1 year ago	26
Few months ago	20
Book in senior High School	19
> 3 years ago	18
Book in Elementary School	16
When I was a child	10
2 years ago	8
Total n	248

**ARTICLES****I. INTRODUCTION**

United Nation underlined that folklore is an “integral part of culture heritage and living culture” and that steps should be made to safeguard and conserve these folklore (NGO Committee on Education, 1989). Folklores or traditional stories instill in the reader or listener the local wisdom as well as the vehicle to transfer knowledge and history from generation to generation. Folklore plays an important role in nurturing the multiculturalism to young people in Indonesia and specifically in Maluku (Saimima, 2022). Folklores are laden with moral lesson and was created from the common practice of ancestor to educate and to pass on values to the next generation (Abdullah, 2022).

However, the folklore or local stories are not being read or retold to the young generation nowadays. Two aspects that

contribute to this are the reading habit and the availability and access to reading materials. Indonesia National Library of Maluku conducted a Reading Habit Survey in 2020 and noted that Maluku ranked the 26th out of the 34 province in Indonesia (Liputan6.com, 2021). Meanwhile, an extensive study conducted by the center for the Policy on Education and Culture under the Ministry of Education and Culture in 2019 showed that in terms of reading culture, Maluku ranked 21st out of 34 province. Meanwhile for the availability and access to the reading material, Maluku ranked 18th from 34 provinces in Indonesia (Puslitjakbud, 2019).

This phenomenon does not only affect the reading ability and reading habit of students academically. Moreover, it is a threat to the preservation of culture of Maluku. Ministry of Education and culture reported that there are 11 regional languages in Indonesia with no more

native speaker and have been deemed extinct (Wisma Bahasa, 2021). Out of these 11 languages mentioned, 8 are from Maluku, 1 from North Maluku and 2 from Papua and West Papua. Meanwhile, we are bombarded with foreign culture which are seen as more popular, hip and happening such as currently the “K-Pop Culture or Hallyu effect or the Korean Wave” (Riaeni, Suci, Pertiwi, & Sugiarti, 2019). As part of the research to build this study, a quick internet search on google was performed by typing the keywords “*Cerita Rakyat Indonesia*” and “*Cerita Daerah Untuk Anak*”. The search result shows that none of the top 10 stories presented on the google were stories from Maluku. Another search was also conducted by typing the same keywords on YouTube Platform and the result shows that the top 10 search result did not yield any Maluku Folklore.

Folklore carries with it local wisdom and values as well as language and local practices. The availability of Maluku Folklore is one of the factors that will promote accessibility and popularity. When Maluku folklore are diminishing from our reading repertoire, then we risk the endangerment of our culture as whole. Therefore, this research gathered information on the reading habit and preference, availability of Maluku folklore and the perception of Junior High School (SMP), Senior High School (SMA), and University Students in Ambon.

II. METHODOLOGY

This research is a cross-sectional design survey study. Cross-sectional design provides a snapshot of the current behaviors, attitudes, and beliefs in a population. The survey utilized an online questionnaire using Google Form and

distributed to the students through the teachers of Junior High School Students (SMP), Senior High School Students (SMA) and university students in Ambon. The survey gathered data from 100 respondents: 23 are SMP students, 40 are SMA students, and 37 university students. The questionnaire consists of 4 parts: The first part is respondents’ information (4 items). The second part gathered data on students reading habit and reading preferences (9 items), the third part gathered data on the availability of Maluku Folklore (8 items), and the third part gathered information on students’ perception on the availability and accessibility of Maluku Folklore (8 items).

III. FINDINGS AND DISCUSSION

Respondents’ Demographic

The total respondents were 248 students: 102 SMP (Junior High School) students, 79 SMA (Senior High School) students, and 67 university students who live in Ambon Island. They are mostly resided in the sub district of Baguala, Teluk Ambon Baguala and Sirimau.

Table 1. Distribution of Respondents

Subdistrict	SMP	SMA	University
Nusaniwe	6	0	5
Sirimau	11	27	48
Leitimur Selatan	6	5	0
Baguala	35	41	3
Teluk Ambon	44	6	11

The highest percentage of occupation for fathers were farmers – 45 out of 248 (18%), followed by government official – 39 out of 248 (15.6%) and Entrepreneur – 32 out of 248 (12.8%). The highest percentage of occupation for mothers were Unemployed – Stay-at-Home Mother – 102 out of 248 (40.8%), followed by

government official – 39 out of 248 (15.6%) and PNS (government) Teacher – 20 out of 248 (8%).

Students Reading Habit and Preference

80,2% respondents admitted that reading is their habit. However, when crossed checked with other items it shows that this high number is merely a perceived idea. When asked what they usually do on their free time, they answered: Using social media on their phones (50.6%) and Watching TV or watch YouTube - (17.7%). Meanwhile, only 15 out of 248 respondents (5.7%) chose reading for pleasure either in printed form or digital/online as the activity they usually do when they have free time.

Table 2. How students per education lever use their free time.

How Students use their freetime	UNIVERSITY	SMA	SMP	Total Response	%
Using social media	44	56	34	134	50.6
Watch TV or Youtube or Kdrama or Anime or movie	11	18	18	47	17.7
Playing outdoor with friends	2	3	24	29	10.9
Playing game on MobilePhones	3	6	15	24	9.1
Reading (printed and/or online)	7	4	4	15	5.7
Study	0	2	8	10	3.8
Play and Listen to Music	0	2	0	2	0.8
Doodle, Drawing or Painting	0	1	1	2	0.8
Sport	0	1	0	1	0.4
Doing House chores	0	0	1	1	0.4

Reading habit is nurtured as it grows from daily practice to become a habit. Emily Buchwald, a literary author once said that “children are made readers on the lap of their parents.” This means that parents’ role in developing a child to like reading is crucial. Respondents admit that their parent almost never read to and with them when they were growing up.

Table 3. Reading Habit at Home

Question	Always	Sometimes	Rarely	Never
When you were small, did your parents read to and with you?	27%	0	35.9%	37.1%
Do your family have a “Bedtime Reading” habit?	12.1%	0	35.1%	52.8%

In keeping up with the technological advancement and internet access in young people, the result shows that students these days prefer to read on online and digital platform with 45.2% respondents chose reading webtoon and 39.1% respondents prefer to read on other online reading platforms and apps. This is followed by reading printed comics (35.5%) and reading printed novel (34.7%).

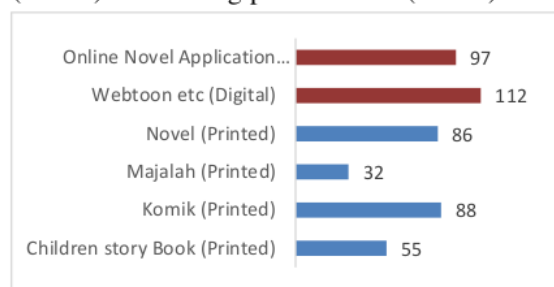


Chart 1. The Types of Reading Students Usually Read (numbers shown are answers out of 248 respondents)

However, the respondents prefer printed book/magazine/novel/comic (29%). This type of reading was significantly preferred by Junior High school respondents. Meanwhile, 27.4% prefer Online Novel platforms and apps. This type of reading format was preferred by Senior High school and University Students. 27% prefer digital book/magazine. Senior high school students prefer this format of reading. Lastly, 16.5% prefer Webtoon and similar platforms and apps. This is dominated by senior and junior high school students’

5 respondents.

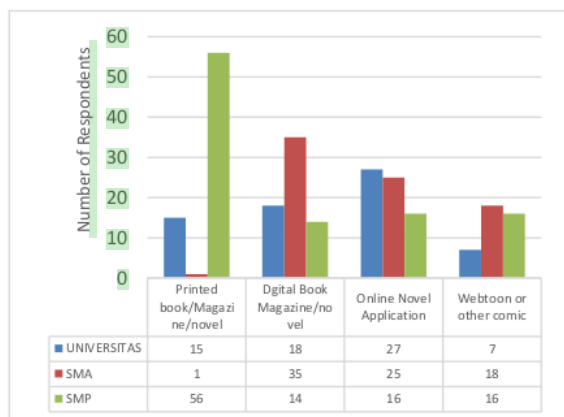


Chart 2. Students Reading Format Preference for each education level (numbers shown are answers out of 248 respondents)

The language of reading they usually read with is Bahasa Indonesia (82.4%) and English (10.8%). Ambon/Maluku language only logged 13 responds (5.2%) out of 248 respondents.

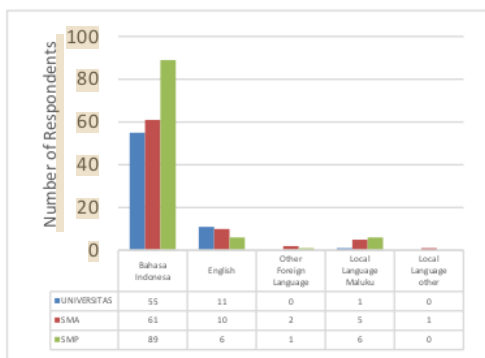


Chart 3. Language of Reading per education Level (numbers shown are answers out of 248 respondents)

Students usually get their reading material from the internet (68.4%). This includes either downloading and reading directly online from novel or comic platforms,

blog, etc. Other practices that are commonly used are borrowing from friends and from the library. Junior High School students responded higher on these practices compared to the Senior High School and University students' respondents.



Chart 4. Where students get their reading material per education level (numbers shown are answers out of 248 respondents)

Availability and Access to Maluku Folklore

81,6% respondents said that they have read Maluku Folklore in their life. However, when asked how often do they read Maluku Folklore the answers tend to show that Maluku Folklore is not something students read often. The highest respondents answered Rarely (36.4%) Sometimes (34.4%), Never (16%). Meanwhile, only 13.2% out of 248 respondents claimed that they usually and often read Maluku Folklore.

The survey provided an open-ended item which asked the respondents to mention the last time they read Maluku Folklore. The respondents' answers range sometime in the past few days and last week, from last year, or to the specific level at school. Some respondents admitted that they cannot remember when and that they believe they have

never read a Maluku Folklore. Respondents also added that the reason they even have the chance to read Maluku Folklore is because of a school assignment (134 out of 248 respondents) or when they are enrolling in a storytelling competition which uses Maluku Folklore (85 out of 248 respondents).

Table 4. Respondents recalling the last time they read Maluku Folklore

Respondents Answers	Number of Respondents
Back in Junior High School	34
Perhaps Few Days ago	33
It has been a while and I cannot remember the last time I read it.	32
I think I have never read it	32
1 year ago	26
Few months ago	20
Back in senior High School	19
> 3 years ago	18
Back in Elementary School	16
When I was a child	10
2 years ago	8
	248

The availability of Maluku Folklore has varied responses. Respondents stated that Maluku Folklores in the form of printed book are seldom readily available or seen in the local bookstore. 73.6% respondents in this survey admitted that they have never buy or being bought Maluku Folklore book either from the bookstore or from online shop. On the previous survey items, respondents admit that there were Maluku Folklore books in the library. Meanwhile, Maluku Folklore can be found online when they really search for it.

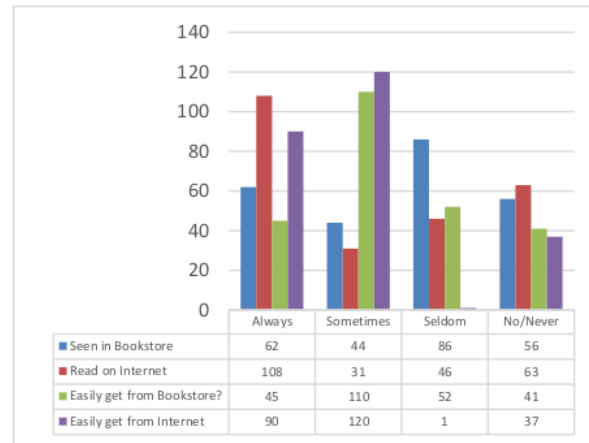


Chart 5. Availability and Accessibility of Maluku Folklore in print and online (numbers shown are answers out of 248 respondents)

Students’ perception on the availability and accessibility of Maluku Folklore

Respondents believe that Maluku Folklore books are not easily to be found and readily available in the local bookstore. On the other hand, the respondents felt that Maluku Folklore is easily accessed and available on the internet when they search for it.

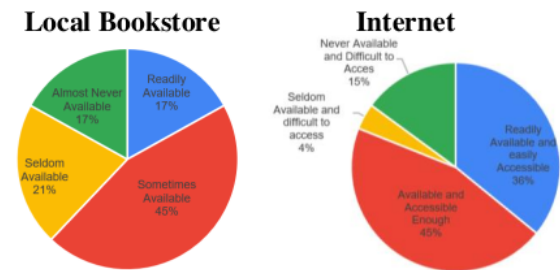


Chart 6. Comparing the Availability and Accessibility of Maluku Folklore at Local Bookstore and on Internet

Students believed that Maluku Folklore is not as popular or available compared to

folklore from other part of Indonesia. They noted Java, Sumatra and Kalimantan as the most popular and known folklores. When asked to mention specifically the Folklore they remember, not all respondents gave their answer. 35 out of 248 respondents mentioned *Malin Kundang*, followed by *Sangkuriang* (18 respondents), *Gunung Tangkuban Perahu* (15 respondents), *Bawang Merah dan Bawang Putih* (14 respondents), *Timun Mas* (14 respondents). Other mentioned *Dewi Sri* (5 respondents), *Danau Toba* (5 respondents), *Roro Jongrang* (4 respondents). A total of 22 out of 248 respondents mentioned Maluku Folklore. These respondents only mentioned 3 Maluku Folklores: *Batu Badaong* (10 respondents), *Tanjung Martafons* (8 respondents), and *Nene Luhu* (4 respondents).

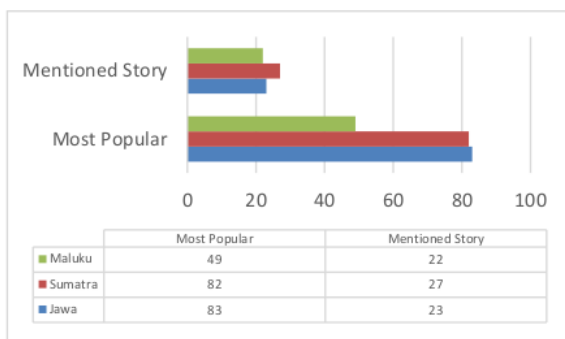


Chart 7. Students perception on the Popularity of Indonesian Folklore and the ability to mention Folklore they remember online (numbers shown are answers out of 248 respondents).

One of the respondents wrote, *“I can only remember reading folklore from Java. When I was at elementary school, I remember that all the books were about folklore from Java, from how a city is formed and the story about the kingdom in Java”* (Respondent 60, translated)

Lastly, the respondents were asked their preference for the Maluku folklore to be available and to access. Majority of the respondents prefer the Maluku Folklore to be available on YouTube (174 respondents - 70.2%) and on online platforms (134 respondents - 54%). Respondents least preferred the Maluku Folklore to be available on E-Book (57 respondents - 23%) and in printed book or reading material (45 respondents - 18.1%).

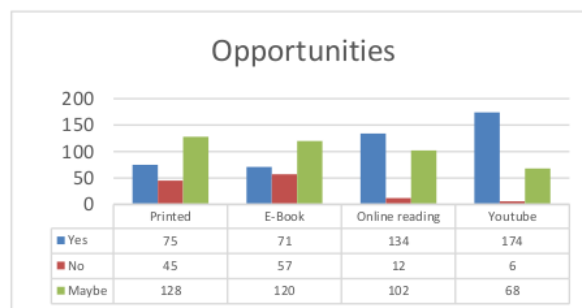


Chart 8. Identified opportunities based on respondents preferred reading platform and format.

IV. DISCUSSIONS

Culture preservation, specifically the preservation of Maluku folklore is currently facing a great challenge with the ‘invasion’ of internet, technology and gadgets. Not only that, the challenge is also more inherent because these generation of young people in Ambon (Maluku) do not have reading habit and culture. **Poedjiastuti (2018)** emphasized that the habit of reading is shaped by socio-cultural aspects and not only on the cognitive ability of the reader. Many have mentioned that Maluku people has an oral tradition where stories and culture are passed down by means of speech and stories instead of written ones. This is proven by the lack of written historical artefact

from Maluku. Socio-cultural aspects also refer to the nurtured environment for reading to grow for example, whether the child grow up in a household where reading and reading habit are prevalent by the role model of the parents (Yusof, 2010). This research also surveyed the recent habit and reading culture of the current young people. It does confirm that there was a lack of reading culture that was nurtured from childhood. It is rare to find parents who reads to the children either of a scheduled times of the day or for bedtime stories. Academic research and popular literature have shown that these parent-child reading time do play a role in nurturing reading culture by introducing the love of books, storytelling, and planting the seed for a healthy mindset and habit towards books and reading habit (Nathanson, Pruslow, & Levitt, 2008).

On the other hand, the practice of telling a story can still be found although not many anymore. Several respondents admitted that instead of 'reading', the stories were told to them. Respondents 135 said, "(I) have never read the story. I listen to the story (as it was being told to me)." (translated). This is affirmed by respondent 136 who said, "I have never actually read. I only hear the stories my grandparent told me." (translated). Parents are finding less time to chat or bond with the children over Local folklore due to their time of work and the interference of technology and gadget use in the household.

Another challenge for Maluku Folklore preservation is the lack of Maluku culture representation in standardized textbook they used at school. A previous study was conducted by Yuliani (2020) on Riau Folklore showed that although Riau's Folklore was present in school textbook but students were also unaware of many local folklore. The survey showed that

Maluku Folklore are not as popular compared to Java and Sumatra's Folklore. Respondents can mention numerous stories from those areas as compared to Maluku Folklore. Respondent 137 ironically wrote, "I wish I can say that we read about Maluku in school. But in reality, we only read about Java and Sumatra." (Translated). The underrepresentation of culture in textbook may lead to the lost of identity and appreciation towards one's culture.

Nevertheless, there are some avenues where young people gain access to Maluku Folklore. It was previously mentioned that instead of reading, they were being told the story. The survey also found that YouTube, Story Telling Competition, and School Assignments are what makes young people read or gain exposure to Maluku Folklore. Respondents 241 mentioned, "To be honest, I didn't 'read' ... I watch the (animated) folklore story on YouTube. This was done last year to complete a class project" (translated). These practices need to be maintained, improved and incorporated to facilitate the young people to access and appreciate Maluku Folklore.

This research also shone some light on opportunities for the preservation and appreciation of Maluku Folklore. It is true that reading habit and culture is lacking and Maluku Culture is underrepresented in standardized textbook or Indonesian folklore literature. However, the young people are currently more literate and have develop different preference on the platform of reading they prefer (Kurniasih, 2016). This survey affirms that even the young people in Ambon have preferred the online and digital reading platform such as online reading on blogs and social media or on online apps such Webtoon, Wattpad, Dreame etc. These are opportunities that need to be considered by those who pursue



the preservation of the Maluku Folklore. Aside from the printed books, we need to also consider publishing the many Maluku folklores through these platforms.

V. CONCLUSION AND SUGGESTION

Therefore, this research was conducted to understand the challenges and opportunities for the preservation of Maluku Folklores. This research has identified that there are challenges such as Ambonese young people have lower reading motivation and lack the culture of reading, the underrepresentation of Maluku folklore in standardized school textbook and national literature, and lack of popularity and awareness of Maluku folklore. However, this research has also shown that there are opportunities that can be taken to remedy this situation. Another one of the challenges is that the young people do not feel that the folklore is readily available and accessible. Therefore, we need to work hand in hand to produce good quality publication of Maluku folklore for different level of readers. Apart from the printed publication, we can tap on the young people reading preferences on online and digital platforms, YouTube, and podcast to reach more readers and to ensure exposure. Beside that, we need to appreciate those who diligently held storytelling competition and the teachers who gave assignments for students on Maluku folklore. These activities not only allow them to compete and learn but also among the few opportunities they get to access and appreciate the Folklore with the values and message in it. When we continue to this, we will be able to preserve Maluku culture through Folklores. We will be able to help the young people of tomorrow to learn their identity,

embody the values and stand proud of who they are as they contribute to the world.

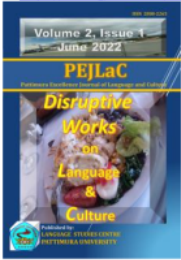

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The Effectiveness of Using the Digital-Based Flipped Classroom Model in Learning German Grammar level A2.1

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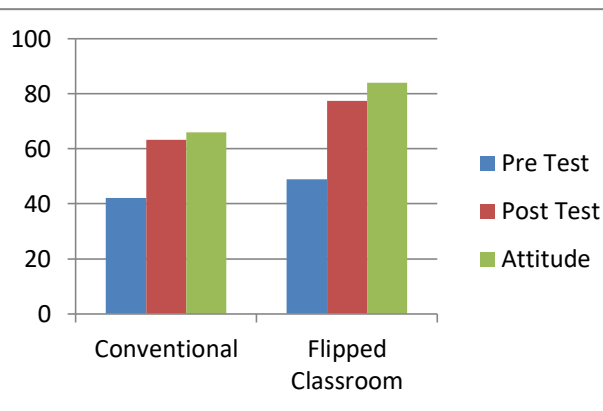
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Abstract

The importance of using technology must be a form of today's learning. To realize student-centered learning, a supportive learning model is needed. Learning German grammar is one of the subjects which considered quite difficult because it requires a good and right understanding in specified time. This research was aimed to know the effectiveness of digital-based flipped classroom model in learning German grammar level A2.1. The method was quasi-experimental design. The experimental design used one group pre test-post test. The instruments used in this study were tests, questionnaires and observation sheets. The results of the data analysis showed the mean value of the pre-test was 48.82 and the mean value of the post-test was 77.35. Thus there is an increase after using the flipped classroom, which is 28.53. From the calculation, the average value of N-Gain score was 57.14%, so it can be concluded that the use of flipped classroom is quite effective in learning German grammar level A2.1. This statment is reinforced by the results of the questionnaire which concludes that most students think that flipped classrooms need to be applied in learning German grammar level A2.1.

Keywords: Flipped classroom, German grammar, quasi-experimental design

The significant finding: It was discovered that most students think that flipped classrooms need to be applied in learning German grammar level A2.1.



ARTICLES

I. Introduction

Technological developments nowadays require the development of human resources who are able to compete globally. Many sources of information that can be accessed anywhere provide opportunities and convenience in mastering knowledge. The easiness of developing technology has a positive impact in various fields including education and teaching. Currently, technology with all its advantages is able to provide fast and unlimited access to information so that the students can obtain learning materials easily (Salsabila, et al: 2020). This view shows that today's learning models tend to be student-centered. It is intended that students better understand the material, and the process in

class is only discussion and practice. Learning in the digitalization era provides learning opportunities anywhere and anytime through various sources, such as e-books, learning videos, etc. The use of digital technology in education has developed starting from the use of Audio Visual Aid (AVA) devices to deliver learning material in class, followed by the use of computers as media to access and process information, the use of software on computers to facilitate the processing and exchange of information (Munir in Amarullah , et al: 2019). These developments made a paradigm shift in Purdy and Wright (Amarullah, et al: 2019), that there are paradigm shifts and differences in learning form between learning that does not involve technology and learning that uses technology and

between the concept of learning in the classroom (classroom setting) and open learning or learning. digital technology that does not have to operate learning in the classroom.

German grammar is the rules of German language that are contained in a sentence. Sri Mulyati (2015: 17) argues that grammar is a way how different parts are organized into a same system. Grammar is also a grammatical rule by which words are formed into effective sentences. Grammar as part of learning a foreign language is one of the important components that must be mastered to support other language skills. Grammar is a system or rules in arranging several words into a sentence that is learned by the German language learning process. Therefore, adequate grammar mastery can support foreign language learning process (Sugiarti and Mudin: 2017). Learning foreign grammar is considered quite difficult to understand, including German grammar. Based on a survey, 37.5% of students thought that German grammar was too difficult because they did not have basic skills at the previous level of education. This has an impact on learning in the classroom. In a previous study by Ihsan et al (2021) regarding the problems of German language education students who didn't learn German language at the previous level of education, concluded that the main problems that greatly influenced

were the lack of mastery of vocabulary, difficulties in sentence structure (grammatical), and lack of ability in pronunciation. This problem could impact on the achievement of student learning objectives according to the specified time. Students who already have basic skills can understand faster than those who do not have basic abilities. If some students don't understand what is presented in a real-time classroom lecture, it's too bad for them. The teacher must barrel on to pace the lesson for the class as a whole, which often means going too slow for some and too fast for others (Horn: 2013). This problem is found in the results of student questionnaires about the effectiveness of learning time in the classroom, students who do not have basic skills think that there is not enough time to understand, on the contrary some state that there are too many explanations, and retard learning other materials and didn't fulfill the entire material to be taught. This problem effects on the level of German grammar cognition. Based on prior observation found that, not only basic skills, but also German grammar material level A2.1 is still difficult for students to understand because they don't have any preparation regarding the material to be studied and is monotonous, whether knowledge was only from lecture. Good preparation in the learning does not only depend on the lecture but also on students, moreover the current learning is more student oriented (student centered learning). Cognitive aspects can be

influenced by students' learning readiness. Students condition who are ready to learn, will try to respond the questions that have been given by educators. To give the correct answer, students must have knowledge by reading and studying the material that will be taught by educators (Effendi: 2017). This means with all efforts students seek and explore the material provided, while the teacher acts as a mediator, facilitator and only as a companion to ensure students are able to master the material well. In this case, students are more independent and maximize their curiosity deeper and become active so that they can make the class atmosphere better. Referring to the problems above, a good learning model is needed that can contribute to the learning process, which students can play more roles than lectures. One of the learning models that help students is Flipped Classroom. This model gives possibility for students to be have good preparation because they already have knowledge about the material and will be deepened in the class. In traditional learning, lecturer deliver material, to increase understanding of the material, students will do assignments at school and are given homework. Meanwhile, in the flipped classroom, students participate in preparing for learning by watching videos, understanding powerpoints and accessing learning resources provided by lecturer either through e-learning or other ways (Susanti: 2019). According to Bishop and Verleger flipped classroom is a student-centred learning method consisting of two parts with interactive learning activities during lesson and individual teaching

based on computer out of lesson. Bergmann & Sams explained traditional flipped classroom model as "what is done at school done at home, homework done at home completed in class". Basic information is provided by the resources and materials shared by teacher before class. Some activities such as problem solving, discussion, brainstorming are performed during class time and teacher has the role of guide in this process (Ayçiçek and Yelken: 2018). This was conveyed by Horn (2013) that viewing lectures online may not seem to differ much from the traditional homework reading assignment, but there is at least one critical difference: Classroom time is no longer spent taking in raw content, a largely passive process. Instead, while at school, students do practice problems, discuss issues, or work on specific projects. The classroom becomes an interactive environment that engages students more directly in their education. This learning model is supported by technological developments. There are many sources used to assist students in finding information, including German grammar materials, namely digital media. The application of flipped classroom is also considered to be time efficient. There are 5 elements in the flipped classroom model, namely 1) Students are active in learning; 2) Technology facilitates direct learning process; 3) Study the material online before attending class; 4) Authentic problems are assigned to students; and, 5) Activities in the classroom are focused on discussion and other communicative activities guided by the lecturer (Becker in Julinar 2019: 367). Some previous research

results showed that the flipped classroom contributed to the learning process and learning outcomes. Sahara and Sofya (2020) in a study entitled *The Effect of Application of the Flipped Learning Model and Learning Motivation on Student Learning Outcomes* showed that there were differences in student learning outcomes, namely those using the flipped learning model were higher than conventional ones. Furthermore, in learning foreign languages, Nurfadhila (2019) in a study entitled *The Use of the Flipped Classroom Model in Improving Students' Arabic Speaking Skills* showed that 63% of the results of the overall percentage of each item in the questionnaire students agreed with using the flipped classroom model to improve speaking skills.

II. Research Method

The method in this study was quasi-experimental method namely a quasi-experiment without any comparison class or control class because the number of samples is too small and the sample consisted of students who had basic German skills and those who did not. In addition, this study is only to determine the effectiveness of the flipped classroom learning model. The population in this study were students of the German language education study program and the sample were 17 students of the German language education study program who learned the *Strukturen zur Aufbaustufe A2.1* (German grammar A2.1) lesson. The experimental design used is one group pre-

test-post test. The data that will be seen is the pre-test and post-test scores from the flipped classroom learning model. The technique of collecting data was through a test which included the material to be given, a questionnaire about learning German grammar which contained 15 statements and observation sheet. The procedure of this research includes preparation, observation, implementation, data processing and result description.

At the preparation stage, the researcher (1) prepares learning plan and accessible sources, (2) prepares questionnaires and observation sheets, (3) prepares pre-test and post-test questions about the material that would given, (4) conveys the material to be studied and (5) provide accessible sources including video links to the material intended to be studied at home. Furthermore, in the observation stage, the researcher (1) observes the student's attitude which consists of active, creative and independent in the learning process of German grammar with a conventional and the flipped classroom model, (2) making a systematic report on the observations during the meeting. At the implementation stage, the researcher (1) gives pre-tests to students, (2) prepares the needs for the learning process (3) guides and facilitates presentations, discussions, questions and answers (4) gives post tests to students about the material that has been discussed and learned, (5) giving a questionnaire at the end of the lesson. For data processing, the researchers (1) collected data in the

form of pre-test and post-test scores, questionnaires and observations, (2) calculated the results of pre-test, post-test and questionnaires, (3) looked for the effectiveness of N-gain using the SPSS program. At the stage of result description, the researcher (1) summarizes all the results and (2) describes the results.

III. Result and Discussion

From the results of data processing, the average of the pretest, post-test and attitudes with the conventional model and the flipped classroom model are shown in the following chart:

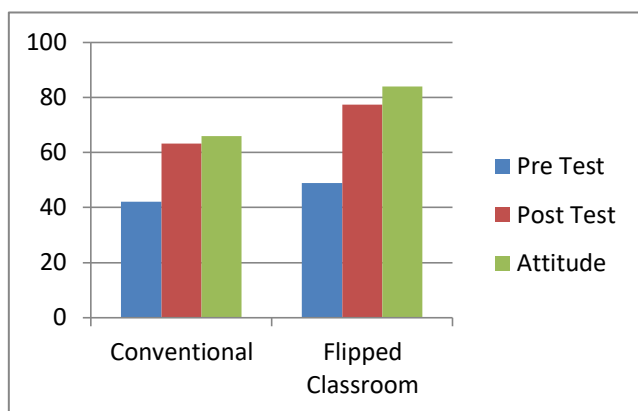


Figure 1. Percentage of the average value of pre test, post test and attitude

From the figure 1 above, can be seen that the average of pre-test with the conventional model is 42.06 and the flipped classroom model is 48.82. From this result, there is a difference of 6.76 points. Furthermore, the average of post-test in the conventional model is 63.24 and the flipped learning model is 77.35. These results

showed that the post-test score in the flipped classroom model is higher with a difference of 14.11. And for the attitude on the conventional model is 65.88 and on the flipped classroom model is 83.94. From these results, it can be seen that the attitude of the flipped classroom model is higher than the conventional model with a difference of 18.06 points. From these three assessments, it can be concluded that the flipped classroom model can provide quite good results compared to the conventional model. Furthermore, to measure the effectiveness of the flipped classroom learning model, it is continued by using N-Gain with the formula:

$$N\ GAIN = \frac{Posttest\ score - Pretest\ score}{Ideal\ score - Pre\ Test\ score}$$

To find out the distribution of the N Gain Score and the category of N-Gain effectiveness interpretation, used the reference as follows:

Table 1. N-Gain score category

N Gain value	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Source : Syahfitri dalam Rudianto (2015:40)

Table 2. Percentage interpretation of N-Gain Score

Percentage (100%)	Interpretation
< 40	Not effective
40 – 55	Less effective
56 – 75	Quite effective
> 76	Effective

Source : Hake R.R. dalam Hartati (2016:3)

To find out the results of N Gain used SPSS program and obtained the following results :

Table 3. Calculation result of N-Gain used SPSS

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Ngain_Score	17	.38	.70	.5714	.10230
Ngain_Persen	17	38.46	70.00	57.1438	10.22978
Valid N (listwise)	17				

From the table above, it can be seen for the N Gain score, the mean value is 0.5714. It is interpreted as medium. For N Gain percent the average value is 57.14. For the interpretation there is quite effective. From these results, it can be concluded that the use of flipped classroom is quite effective in learning German grammar level A2.1. This is reinforced by the results of the questionnaire, namely 93.75% of students stated that they felt more active if they learned material outside the classroom through digital sources such as learning videos. At the same number, 93.75% of students also agreed that learning German grammar in class was discussion and practice.

IV. Conclusion

Based on the explanation above, it can be concluded that the flipped classroom learning model is a learning model that provides opportunities for students to learn material outside the classroom using digital sources that can be utilized, before experiencing the learning process in the classroom. This learning model provides space for students to process in class by

presentations, discussions and exercises. Learn time could be more effective

The results showed that the flipped classroom learning model was quite effective in learning German grammar level A2.1. This is evidenced by the average value of the pre-test at and post-test at 48.82 and 77.35. Compared with the conventional model, the pre-test value of 42.06 and the post-test value of 63.24, it can be seen that the flipped classroom model is higher with the difference between pre-test 6.76 and post-test 14.11. It may be seen that the difference is not too far because not all students have basic German language skills. This can be seen from the results of the questionnaire 37.5% of students from the sample do not have basic German language skills. However, through the average attitude observation results, it can be seen that the conventional model is 65.88 and for the flipped classroom it is 83.94 with a difference of 18.06 points.

This calculation is continued by finding the N-Gain score and the mean value is 0.5714. For N-Gain percent the average value obtained is 57.14. These results indicated that the use of flipped classroom is quite effective in learning German grammar level A2.1. This is reinforced by the results of the questionnaire, namely 93.75% of students stated that they felt more active if the material had been given to be studied through digital sources such as learning videos. At the same number, 93.75% of students also agreed that learning German grammar in class was discussion and practice.

From the explanation above, it can be concluded that the use of the digital-based

flipped classroom learning model for learning German grammar level A2.1 is quite effective.

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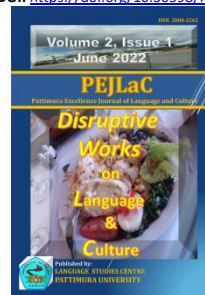


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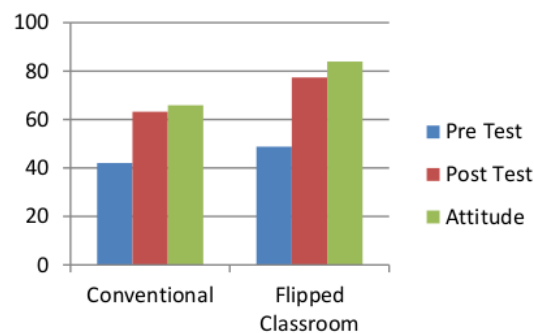
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German grammar is the rules of German language that are contained in a sentence. Sri Mulyati (2015: 17) argues that grammar is a way how different parts are organized into a same system. Grammar is also a grammatical rule by which words are formed into effective sentences. Grammar as part of learning a foreign language is one of the important components that must be mastered to support other language skills. Grammar is a system or rules in arranging several words into a sentence that is learned by the German language learning process. Therefore, adequate grammar mastery can support foreign language learning process (Sugiarti and Mudin: 2017). Learning foreign grammar is considered quite difficult to understand, including German grammar. Based on a survey, 37.5% of students thought that German grammar was too difficult because they did not have basic skills at the previous level of education. This has an impact on learning in the classroom. In a previous study by Ihsan et al (2021) regarding the problems of German language education students who didn't learn German language at the previous level of education, concluded that the main problems that greatly influenced

were the lack of mastery of vocabulary, difficulties in sentence structure (grammatical), and lack of ability in pronunciation. This problem could impact on the achievement of student learning objectives according to the specified time. Students who already have basic skills can understand faster than those who do not have basic abilities. If some students don't understand what is presented in a real-time classroom lecture, it's too bad for them. The teacher must barrel on to pace the lesson for the class as a whole, which often means going too slow for some and too fast for others (Horn: 2013). This problem is found in the results of student questionnaires about the effectiveness of learning time in the classroom, students who do not have basic skills think that there is not enough time to understand, on the contrary some state that there are too many explanations, and retard learning other materials and didn't fulfill the entire material to be taught. This problem effects on the level of German grammar cognition. Based on prior observation found that, not only basic skills, but also German grammar material level A2.1 is still difficult for students to understand because they don't have any preparation regarding the material to be studied and is monotonous, whether knowledge was only from lecture. Good preparation in the learning does not only depend on the lecture but also on students, moreover the current learning is more student oriented (student centered learning). Cognitive aspects can be

influenced by students' learning readiness. Students condition who are ready to learn, will try to respond the questions that have been given by educators. To give the correct answer, students must have knowledge by reading and studying the material that will be taught by educators (Effendi: 2017). This means with all efforts students seek and explore the material provided, while the teacher acts as a mediator, facilitator and only as a companion to ensure students are able to master the material well. In this case, students are more independent and maximize their curiosity deeper and become active so that they can make the class atmosphere better. Referring to the problems above, a good learning model is needed that can contribute to the learning process, which students can play more roles than lectures. One of the learning models that help students is Flipped Classroom. This model gives possibility for students to be have good preparation because they already have knowledge about the material and will be deepened in the class. In traditional learning, lecturer deliver material, to increase understanding of the material, students will do assignments at school and are given homework. Meanwhile, in the flipped classroom, students participate in preparing for learning by watching videos, understanding powerpoints and accessing learning resources provided by lecturer either through e-learning or other ways (Susanti: 2019). According to Bishop and Verleger flipped classroom is a student-centred learning method consisting of two parts with interactive learning activities during lesson and individual teaching

based on computer out of lesson. Bergmann & Sams explained traditional flipped classroom model as "what is done at school done at home, homework done at home completed in class". Basic information is provided by the resources and materials shared by teacher before class. Some activities such as problem solving, discussion, brainstorming are performed during class time and teacher has the role of guide in this process (Ayçiçek and Yelken: 2018). This was conveyed by Horn (2013) that viewing lectures online may not seem to differ much from the traditional homework reading assignment, but there is at least one critical difference: Classroom time is no longer spent taking in raw content, a largely passive process. Instead, while at school, students do practice problems, discuss issues, or work on specific projects. The classroom becomes an interactive environment that engages students more directly in their education. This learning model is supported by technological developments. There are many sources used to assist students in finding information, including German grammar materials, namely digital media. The application of flipped classroom is also considered to be time efficient. There are 5 elements in the flipped classroom model, namely 1) Students are active in learning; 2) Technology facilitates direct learning process; 3) Study the material online before attending class; 4) Authentic problems are assigned to students; and, 5) Activities in the classroom are focused on discussion and other communicative activities guided by the lecturer (Becker in Julinar 2019: 367). Some previous research

results showed that the flipped classroom contributed to the learning process and learning outcomes. Sahara and Sofya (2020) in a study entitled *The Effect of Application of the Flipped Learning Model and Learning Motivation on Student Learning Outcomes* showed that there were differences in student learning outcomes, namely those using the flipped learning model were higher than conventional ones. Furthermore, in learning foreign languages, Nurfadhila (2019) in a study entitled *The Use of the Flipped Classroom Model in Improving Students' Arabic Speaking Skills* showed that 63% of the results of the overall percentage of each item in the questionnaire students agreed with using the flipped classroom model to improve speaking skills.

II. Research Method

The method in this study was quasi-experimental method namely a quasi-experiment without any comparison class or control class because the number of samples is too small and the sample consisted of students who had basic German skills and those who did not. In addition, this study is only to determine the effectiveness of the flipped classroom learning model. The population in this study were students of the German language education study program and the sample were 17 students of the German language education study program who learned the *Strukturen zur Aufbaustufe A2.1* (German grammar A2.1) lesson. The experimental design used is one group pre-

test-post test. The data that will be seen is the pre-test and post-test scores from the flipped classroom learning model. The technique of collecting data was through a test which included the material to be given, a questionnaire about learning German grammar which contained 15 statements and observation sheet. The procedure of this research includes preparation, observation, implementation, data processing and result description.

At the preparation stage, the researcher (1) prepares learning plan and accessible sources, (2) prepares questionnaires and observation sheets, (3) prepares pre-test and post-test questions about the material that would given, (4) conveys the material to be studied and (5) provide accessible sources including video links to the material intended to be studied at home. Furthermore, in the observation stage, the researcher (1) observes the student's attitude which consists of active, creative and independent in the learning process of German grammar with a conventional and the flipped classroom model, (2) making a systematic report on the observations during the meeting. At the implementation stage, the researcher (1) gives pre-tests to students, (2) prepares the needs for the learning process (3) guides and facilitates presentations, discussions, questions and answers (4) gives post tests to students about the material that has been discussed and learned, (5) giving a questionnaire at the end of the lesson. For data processing, the researchers (1) collected data in the

form of pre-test and post-test scores, questionnaires and observations, (2) calculated the results of pre-test, post-test and questionnaires, (3) looked for the effectiveness of N-gain using the SPSS program. At the stage of result description, the researcher (1) summarizes all the results and (2) describes the results.

III. Result and Discussion

From the results of data processing, the average of the pretest, post-test and attitudes with the conventional model and the flipped classroom model are shown in the following chart:

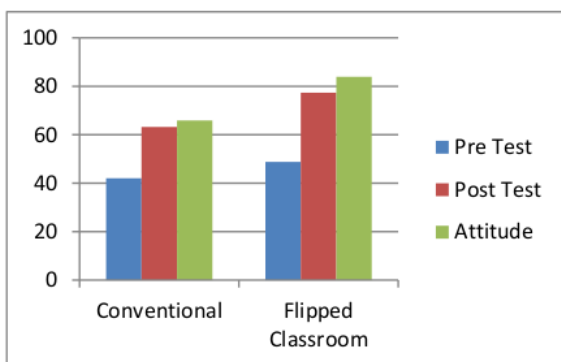


Figure 1. Percentage of the average value of pre test,

post test and attitude

From the figure 1 above, can be seen that the average of pre-test with the conventional model is 42.06 and the flipped classroom model is 48.82. From this result, there is a difference of 6.76 points. Furthermore, the average of post-test in the conventional model is 63.24 and the flipped learning model is 77.35. These results

showed that the post-test score in the flipped classroom model is higher with a difference of 14.11. And for the attitude on the conventional model is 65.88 and on the flipped classroom model is 83.94. From these results, it can be seen that the attitude of the flipped classroom model is higher than the conventional model with a difference of 18.06 points. From these three assessments, it can be concluded that the flipped classroom model can provide quite good results compared to the conventional model. Furthermore, to measure the effectiveness of the flipped classroom learning model, it is continued by using N-Gain with the formula:

$$N\ GAIN = \frac{Posttest\ score - Pretest\ score}{Ideal\ score - Pre\ Test\ score}$$

To find out the distribution of the N Gain Score and the category of N-Gain effectiveness interpretation, used the reference as follows:

Table 1. N-Gain score category

N Gain value	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Source : Syahfitri dalam Rudianto (2015:40)

Table 2. Percentage interpretation of N-Gain Score

Percentage (100%)	Interpretation
< 40	Not effective
40 – 55	Less effective
56 – 75	Quite effective
> 76	Effective

Source : Hake R.R. dalam Hartati (2016:3)

To find out the results of N Gain used SPSS program and obtained the following results :

Table 3. Calculation result of N-Gain used SPSS

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Ngain_Score	17	.38	.70	.5714	.10230
Ngain_Persen	17	38.46	70.00	57.1438	10.22978
Valid N (listwise)	17				

From the table above, it can be seen for the N Gain score, the mean value is 0.5714. It is interpreted as medium. For N Gain percent the average value is 57.14. For the interpretation there is quite effective. From these results, it can be concluded that the use of flipped classroom is quite effective in learning German grammar level A2.1. This is reinforced by the results of the questionnaire, namely 93.75% of students stated that they felt more active if they learned material outside the classroom through digital sources such as learning videos. At the same number, 93.75% of students also agreed that learning German grammar in class was discussion and practice.

IV. Conclusion

Based on the explanation above, it can be concluded that the flipped classroom learning model is a learning model that provides opportunities for students to learn material outside the classroom using digital sources that can be utilized, before experiencing the learning process in the classroom. This learning model provides space for students to process in class by

presentations, discussions and exercises. Learn time could be more effective

The results showed that the flipped classroom learning model was quite effective in learning German grammar level A2.1. This is evidenced by the average value of the pre-test at and post-test at 48.82 and 77.35. Compared with the conventional model, the pre-test value of 42.06 and the post-test value of 63.24, it can be seen that the flipped classroom model is higher with the difference between pre-test 6.76 and post-test 14.11. It may be seen that the difference is not too far because not all students have basic German language skills. This can be seen from the results of the questionnaire 37.5% of students from the sample do not have basic German language skills. However, through the average attitude observation results, it can be seen that the conventional model is 65.88 and for the flipped classroom it is 83.94 with a difference of 18.06 points.

This calculation is continued by finding the N-Gain score and the mean value is 0.5714. For N-Gain percent the average value obtained is 57.14. These results indicated that the use of flipped classroom is quite effective in learning German grammar level A2.1. This is reinforced by the results of the questionnaire, namely 93.75% of students stated that they felt more active if the material had been given to be studied through digital sources such as learning videos. At the same number, 93.75% of students also agreed that learning German grammar in class was discussion and practice.

From the explanation above, it can be concluded that the use of the digital-based

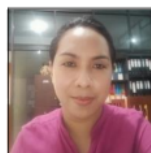
flipped classroom learning model for learning German grammar level A2.1 is quite effective.

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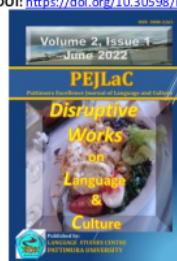


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The Effectiveness of Using the Digital-Based Flipped Classroom Model in Learning German Grammar level A2.1

Carolina Lestuny^{1*}



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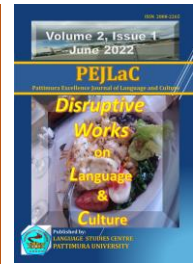


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The Application of Self Organized Learning Environment (SOLE) Learning Model on Learning Outcomes of German Language Teaching Planning Course

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Abstract

The implementation of Distance Learning (PJJ), carried out at the German Language Education Study Program at Pattimura University, is inseparable from various obstacles that hinder the lecture process, one of which is the learning outcomes obtained by students. This study is quasi-experimental quantitative research, namely One-Group Pretest-Posttest, to test the effect of the application of the Self Organized Learning Environment (SOLE) learning model on student learning outcomes in the German Language Teaching Planning Course. The sample consisted of 30 5th-semester students of the German Language Education Study Program. The instrument used in this study was tests. The results of the data analysis showed that the students' posttest was higher than the pretest, with an average score (mean) of the pretest = 74.93 and an average score (mean) of the posttest = 89.86. This result means that there is an influence in the application of the SOLE model on the students' learning outcomes.

Keywords: German, Learning Outcomes, SOLE, Teaching Planning

The significant finding: There is an influence in the application of the Self Organized Learning Environment (SOLE) model on the students' learning outcomes with an average score (mean) of the posttest ~89.9.

Paired Samples Statistics

Pair		Mean	N	Std.	Std.
				Deviation	Error Mean
1	Pretest	74.9333	30	11.92775	2.17770
	Posttest	89.8667	30	6.36658	1.16237

ARTICLES

I. Introduction

The development of Information Technology (IT) in education has led to new teaching and learning methods in universities (Shahmoradi et al., 2018). Universities are essential in implementing short-term education to implement the Sustainable Development Goals (SDGs). The fourth SDG aims to "ensure inclusive and equitable quality education so as to promote lifelong learning opportunities for learners" (Sonetti et al., 2020). Thus, the development of technology today requires every human being to continue learning in the face of the capabilities of artificial intelligence currently developing. The notion is in line with

the objectives of 21st-century learning, which focuses on developing the creativity of students. One of the innovations is working on their ideas/concepts and making decisions that affect project outcomes and the learning process (Pawar et al., 2020).

Concerning the learning process in higher education, Huang (2020) added that innovative learning is a process that sees technology as a partner in realizing abstract concepts born from the correct reasoning process. Innovative learning views technology as the production of thoughts that are responsive to change and, simultaneously, as a bridge that connects the concepts of the human mind to the actual realization of any existing shifts. In education, universities and lecturers must also apply appropriate and relevant learning models

according to the current context to develop students' thinking skills.

The Covid-19 pandemic forces learning to be done through a virtual world known as Distance Learning (Kamil, 2020). The application of distance learning in universities requires lecturers to master the media and support IT-based learning models and innovative learning methods. During the pandemic period, the German Language Education Study Program at Pattimura University has implemented 30% synchronous and 70% asynchronous learning by implementing IT-based learning media that supports such as Google Classroom, Google Form, Whatsapp, Paddlet, Kahoot, and Mentimeter (Wenno, 2021). However, the implementation of distance learning (PJJ) is also experiencing various obstacles that hinder the lecture process, one of which is the low learning outcomes obtained by students in the German Language Teaching Planning course. In addition, students experience difficulties learning independently and in groups to express their ideas due to the lack of interaction between students in the distance learning process (PJJ). In line with these conditions, Karuna (2021), in his research results, explained that the main problem faced by German lecturers and students at Pattimura University related to the implementation of online learning was the readiness of lecturers to face changes in study habits, from guided learning to independent learning, both in terms of learning culture and teaching and readiness to use the internet network and various software both as a learning tool and as a learning aid.

The process of distance learning and the use of IT is integrated into achieving a learning goal. According to Pisoni (2019), the success of

the learning process depends on the learning model used in the classroom. These two processes are brought together and optimized by the Self Organized Learning Environments (SOLE) learning model, where each student is empowered to take responsibility for their learning and is facilitated by technology tools. This learning model is designed based on students whose components include curiosity, cooperation, self-organization, inclusion, social, and the existence of facilities in the form of adult motivation (Mitra, 2015). Furthermore, Celina et al. (2016) added that the SOLE learning model can explore all knowledge so that students can actively build and even create with their knowledge during the learning process. In other words, SOLE is one of the most influential and positive learning models when applied in technology-based language learning. This SOLE model can trigger collaboration and collaboration of students with each other and as a strategy to make students more creative, independent, and confident (Akram & Ghani, 2019). The SOLE learning model emphasizes the independent and free learning process by anyone who wants to learn by utilizing the internet and their smart devices. Freedom to learn new concepts requires every educational institution to maximize the use of technology in the learning process (Anis & Anwar, 2020). In addition, it was found that the results of the latest research show that students need computer-based learning media, one of which is by using Augmented Reality by applying the SOLE learning model (Pratama et al., 2021).

Based on the explanation above, it can be concluded that everyone born has been equipped with curiosity. The presence and development of IT provide convenience in accessing information both for learning and

developing competencies in the world of education. Thus, this study aims to examine the effect of the application of the SOLE learning model on student learning outcomes in the German Language Teaching Planning Course with the hope that students can think creatively, design learning for problem-solving, and have good communicative skills.

II. Research Method

This study used a quasi-experimental quantitative approach, namely the One-Group Pretest-Posttest, which was carried out at the German Language Education Study Program at Pattimura University, to examine whether the application of the SOLE learning model affected student learning outcomes in the German Language Teaching Planning Course. The research sample was 30 students in the 5th semester of the German Language Education Study Program. The instrument used was a test sheet (pre-test and post-test).

The research steps include (1) conducting a pre-test to obtain data on student learning outcomes in the German Language Teaching Planning Course, (2) conducting experiments to apply the SOLE learning model in the lecture process, and (3) carrying out a post-test to obtain an overview of the results of the German Language Teaching Planning course. Furthermore, the student learning outcomes data obtained were then processed and analyzed using the IBM SPSS 26 application.

Table 1. Pretest-Posttest Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

III. Results and Discussion

The results found that the SOLE learning model affected students learning outcomes in the German Language Teaching Planning Course, as confirmed in the pretest and posttest. The test consists of 40 questions and is made according to the test instrument grid. Before being used as a data collection tool, the test instrument was first validated. Of the 40 items, there are 30 valid items and 10 invalid items, so in this study, 30 items were used as test instruments. The data from the pretest and posttest research results of student learning outcomes in the German language teaching planning course can be seen in the following table.

Table 2 is the main output table showing the results of the tests carried out. It can be seen from the significant value in the table. Based on the output table of the t-test results, the value of sig = 0.000, which means it is smaller than 0.05. Thus, Ho is rejected, Ha is accepted, or it can be said that there is a difference in the value of student learning outcomes before and after the application of the SOLE learning model.

Furthermore, the Pretest (O₁) learning outcomes data in the German Language Teaching Planning Course from 30 respondents before the application of the SOLE learning model obtained an average value (Mean) = 74.93, standard deviation = 11.9, and standard error of 2.18. Meanwhile, the Posttest (O₂) learning outcomes data in the German Language Teaching Planning Course from 30 respondents after applying the SOLE learning model obtained an average value (Mean) = 89.86 and a standard deviation = 6.3, and a standard error of 1.16. These results indicate that the final test on the data is higher than the initial test. The distribution range of the final

test data is also getting more expansive and with a minor standard error. Thus, it can be concluded that the application of the SOLE model significantly improves student learning outcomes in the German language teaching planning course.

**Table 2. t-test result
Paired Samples Test**

		Paired Differences		Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pretest-	-	7.27269	1.32780	-	-12.21767	-	29	.000
	Posttest Model SOLE	14.93333			17.64900		11.247		

**Table 3. Descriptive Statistics
Paired Samples Statistics**

Pair		Mean	N	Std. Deviation	Std. Error
					Mean
1	Pretest	74.9333	30	11.92775	2.17770
	Posttest	89.8667	30	6.36658	1.16237

The research data in **Table 2** and **Table 3** show that the application of the SOLE learning model positively influences and contributes to improving student learning outcomes who offer German Language Teaching Planning Courses. In contrast to teaching before the application of the SOLE learning model, the learning outcomes achieved by students were relatively low. It is because previously, the learning model used by lecturers was less varied and less motivating for students. One study conducted by Mitra (2015) showed that by using SOLE, students could learn earlier than their time, retain learning longer, and enjoy an excellent process to explore their

learning more deeply. The results also show that students in groups can read and understand the material at a higher level than everyone's level of understanding. SOLE, which heavily influenced by the Constructivism approach, creates learning and teaching concepts that allow students to take control of their learning processes, giving them the ability to make meaning from their subjects. That is, the role of the lecturer as a facilitator will only observe and supervise students in the learning process, while students are encouraged to work together to answer questions using the internet.

The application of the SOLE learning model also contributes positively to German language students in improving learning outcomes because students experience significant changes in grades in the German Language Teaching Planning Course. Akram & Ghani (2019) stated that there was a change in value with increasing learning outcomes after applying the learning model. The reason is that in applying the SOLE

learning model, activities in the class synchronously and asynchronously are student-centered, while the lecturer only acts as a facilitator (Weisblat et al., 2019). Student-centered activities are carried out by grouping to work together in the German language learning process. The SOLE learning model emphasizes the independent learning process of anyone who wants to learn by utilizing the internet and their smart devices (Al-Nofaie, 2018; Tsai et al., 2020). In the context of learning in higher education, the SOLE learning model is used by lecturers to explore the depth of understanding of the material students by utilizing the curiosity possessed by these students to find the latest references or other information related to the themes discussed in the German Language Learning Planning lecture. In addition, social attitudes are also prioritized to achieve learning goals, namely by collaborating between students in small groups to complete tasks together (Bekezhanova & Dukembay, 2020). Thus, it can be said that in the application of the SOLE learning model, students are not used as learning objects but as learning subjects, because they can be maximally active and creative during the learning process by utilizing technology and online learning platforms that have been provided by lecturers (Mitra, 2018).

In the higher education learning context, student learning activities are highly dependent on how they organize and organize their learning environment creatively and innovatively. This learning model can trigger students to be active in the learning process to develop their critical thinking skills, especially in designing learning to achieve goals (Styers et al.,

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IV. Conclusion

From the research stages that have been carried out, it can be concluded that (1) The score of students learning outcomes in the German Language Teaching Planning Course when applying the SOLE learning model is higher than the score of student learning outcomes without applying the SOLE learning model. (2) The application of the SOLE learning model provides a positive contribution for lecturers to understand more deeply the characteristics and interests of students in

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Conflict of Interest

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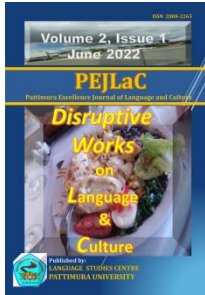

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By Juliaans E R Marantika, dkk



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2

The Application of Self Organized Learning Environment (SOLE) Learning Model on Learning Outcomes of German Language Teaching

Planning Course

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Abstract

The implementation of Distance Learning (PJJ), carried out at the German Language Education Study Program at Pattimura University, is inseparable from various obstacles that hinder the lecture process, one of which is the learning outcomes obtained by students. This study is quasi-experimental quantitative research, namely One-Group Pretest-Posttest, to test the effect of the application of the Self Organized Learning Environment (SOLE) learning model on student learning outcomes in the German Language Teaching Planning Course. The sample consisted of 30 5th-semester students of the German Language Education Study Program. The instrument used in this study was tests. The results of the data analysis showed that the students' posttest was higher than the pretest, with an average score (mean) of the pretest = 74.93 and an average score (mean) of the posttest = 89.86. This result means that there is an influence in the application of the SOLE model on the students' learning outcomes.

Keywords: German, Learning Outcomes, SOLE, Teaching Planning

The significant finding: There is an influence in the application of the Self Organized Learning Environment (SOLE) model on the students' learning outcomes with an average score (mean) of the posttest ~89.9.

Paired Samples Statistics

Pair		Mean	N	Std. Error	
				Deviation	Mean
1	Pretest	74.9333	30	11.92775	2.17770
	Posttest	89.8667	30	6.36658	1.16237

ARTICLES

I. Introduction

The development of Information Technology (IT) in education has led to new teaching and learning methods in universities (Shahmoradi et al., 2018). Universities are essential in implementing short-term education to implement the Sustainable Development Goals (SDGs). The fourth SDG aims to "ensure inclusive and equitable quality education so as to promote lifelong learning opportunities for learners" (Sonetti et al., 2020). Thus, the development of technology today requires every human being to continue learning in the face of the capabilities of artificial intelligence currently developing. The notion is in line with

the objectives of 21st-century learning, which focuses on developing the creativity of students. One of the innovations is working on their ideas/concepts and making decisions that affect project outcomes and the learning process (Pawar et al., 2020).

Concerning the learning process in higher education, Huang (2023) added that innovative learning is a process that sees technology as a partner in realizing abstract concepts born from the correct reasoning process. Innovative learning views technology as the production of thoughts that are responsive to change and, simultaneously, as a bridge that connects the concepts of the human mind to the actual realization of any existing shifts. In education, universities and lecturers must also apply appropriate and relevant learning models

according to the current context to develop students' thinking skills.

The Covid-19 pandemic forces learning to be done through a virtual world known as Distance Learning (Kamil, 2020). The application of distance learning in universities requires lecturers to master the media and support IT-based learning models and innovative learning methods. During the pandemic period, the German Language Education Study Program at Pattimura University has implemented 30% synchronous and 70% asynchronous learning by implementing IT-based learning media that supports such as Google Classroom, Google Form, Whatsapp, Paddlet, Kahoot, and Mentimeter (Wenno, 2021). However, the implementation of distance learning (PJJ) is also experiencing various obstacles that hinder the lecture process, one of which is the low learning outcomes obtained by students in the German Language Teaching Planning course. In addition, students experience difficulties learning independently and in groups to express their ideas due to the lack of interaction between students in the distance learning process (PJJ). In line with these conditions, Karuna (2021), in his research results, explained that the main problem faced by German lecturers and students at Pattimura University related to the implementation of online learning was the readiness of lecturers to face changes in study habits, from guided learning to independent learning, both in terms of learning culture and teaching and readiness to use the internet network and various software both as a learning tool and as a learning aid.

The process of distance learning and the use of IT is integrated into achieving a learning goal. According to Pisoni (2019), the success of

the learning process depends on the learning model used in the classroom. These two processes are brought together and optimized by the Self Organized Learning Environments (SOLE) learning model, where each student is empowered to take responsibility for their learning and is facilitated by technology tools. This learning model is designed based on students whose components include curiosity, cooperation, self-organization, inclusion, social, and the existence of facilities in the form of adult motivation (Mitra, 2015). Furthermore, Celina et al. (2016) added that the SOLE learning model can explore all knowledge so that students can actively build and even create with their knowledge during the learning process. In other words, SOLE is one of the most influential and positive learning models when applied in technology-based language learning. This SOLE model can trigger collaboration and collaboration of students with each other and as a strategy to make students more creative, independent, and confident (Akram & Ghani, 2019). The SOLE learning model emphasizes the independent and free learning process by anyone who wants to learn by utilizing the internet and their smart devices. Freedom to learn new concepts requires every educational institution to maximize the use of technology in the learning process (Anis & Anwar, 2020). In addition, it was found that the results of the latest research show that students need computer-based learning media, one of which is by using Augmented Reality by applying the SOLE learning model (Pratama et al., 2021).

Based on the explanation above, it can be concluded that everyone born has been equipped with curiosity. The presence and development of IT provide convenience in accessing information both for learning and

developing competencies in the world of education. Thus, this study aims to examine the effect of the application of the SOLE learning model on student learning outcomes in the German Language Teaching Planning Course with the hope that students can think creatively, design learning for problem-solving, and have good communicative skills.

II. Research Method

This study used a quasi-experimental quantitative approach, namely the One-Group Pretest-Posttest, which was carried out at the German Language Education Study Program at Pattimura University, to examine whether the application of the SOLE learning model affected student learning outcomes in the German Language Teaching Planning Course. The research sample was 30 students in the 5th semester of the German Language Education Study Program. The instrument used was a test sheet (pre-test and post-test).

The research steps include (1) conducting a pre-test to obtain data on student learning outcomes in the German Language Teaching Planning Course, (2) conducting experiments to apply the SOLE learning model in the lecture process, and (3) carrying out a post-test to obtain an overview of the results of the German Language Teaching Planning course. Furthermore, the student learning outcomes data obtained were then processed and analyzed using the IBM SPSS 26 application.

Table 1. Pretest-Posttest Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

III. Results and Discussion

The results found that the SOLE learning model affected students learning outcomes in the German Language Teaching Planning Course, as confirmed in the pretest and posttest. The test consists of 40 questions and is made according to the test instrument grid. Before being used as a data collection tool, the test instrument was first validated. Of the 40 items, there are 30 valid items and 10 invalid items, so in this study, 30 items were used as test instruments. The data from the pretest and posttest research results of student learning outcomes in the German language teaching planning course can be seen in the following table.

Table 2 is the main output table showing the results of the tests carried out. It can be seen from the significant value in the table. Based on the output table of the t-test results, the value of sig = 0.000, which means it is smaller than 0.05. Thus, H₀ is rejected, H_a is accepted, or it can be said that there is a difference in the value of student learning outcomes before and after the application of the SOLE learning model.

Furthermore, the Pretest (O₁) learning outcomes data in the German Language Teaching Planning Course from 30 respondents before the application of the SOLE learning model obtained an average value (Mean) = 74.93, standard deviation = 11.9, and standard error of 2.18. Meanwhile, the Posttest (O₂) learning outcomes data in the German Language Teaching Planning Course from 30 respondents after applying the SOLE learning model obtained an average value (Mean) = 89.86 and a standard deviation = 6.3, and a standard error of 1.16. These results indicate that the final test on the data is higher than the initial test. The distribution range of the final

test data is also getting more expansive and with a minor standard error. Thus, it can be concluded that the application of the SOLE model significantly improves student learning outcomes in the German language teaching planning course.

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Table 2. t-test result

Paired Samples Test

Pair 1		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Mean	Std. Error			
					Lower	Upper			
	Pretest-	-	7.27269	1.32780	-	-12.21767	-	29	.000
	Posttest	14.93333				17.64900	11.247		
	Model SOLE								

Table 3. Descriptive Statistics

Paired Samples Statistics

Pair		Mean	N	Std. Deviation	Std. Error
					Mean
1	Pretest	74.9333	30	11.92775	2.17770
	Posttest	89.8667	30	6.36658	1.16237

The research data in Table 2 and Table 3 show that the application of the SOLE learning model positively influences and contributes to improving student learning outcomes who offer German Language Teaching Planning Courses. In contrast to teaching before the application of the SOLE learning model, the learning outcomes achieved by students were relatively low. It is because previously, the learning model used by lecturers was less varied and less motivating for students. One study conducted by Mitra (2015) showed that by using SOLE, students could learn earlier than their time, retain learning longer, and enjoy an excellent process to explore their

learning more deeply. The results also show that students in groups can read and understand the material at a higher level than everyone's level of understanding. SOLE, which heavily influenced by the Constructivism approach, creates learning and teaching concepts that allow students to take control of their learning processes, giving them the ability to make meaning from their subjects. That is, the role of the lecturer as a facilitator will only observe and supervise students in the learning process, while students are encouraged to work together to answer questions using the internet.

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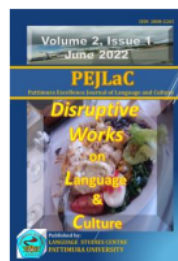
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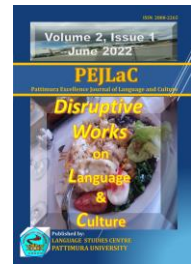
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The Effective Age of Second Language Acquisition: A Literature Review

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Abstract

The presence of language suggests that the human mind can handle a bunch of codes in an exceptional manner, which is then transformed into a bunch of significance for communication. It is important for a person to initially get familiar with the language to have the option to utilize it really for correspondence purposes. The peculiarity of language obtaining has drawn in light of a legitimate concern for linguists to lead research in this field to decide the tremendous limit that human minds give on how language is procured, both first and second language. The capacity to get and comprehend language isn't hereditarily acquired yet the specific language that children speak is given to them socially and naturally. The outcome in language procurement can be accomplished by zeroing in on the inside factors that additionally influence it, such as maturing in language capacity and the so-called critical period. This study employed Literature Review as the research method, in which this research endeavored to investigate a portion of the current examination articles on the Critical Period Hypothesis and the impact toward Second Language Acquisition (SLA). Moreover, the consequence of the investigation was subsequently proposed to distinguish how much the SLA is dependent upon the impact of a critical period.

Keywords: Second Language Acquisition, Critical Period, Language Capacity

The significant finding: Literature review as the research method was proposed to distinguish how much the Second Language Acquisition (SLA) is dependent upon the impact of a critical period.



REVIEW

I. Introduction

The engagement of languages in human daily life defines how unique the human brain is since it can process a set of codes which is transformed to become a set of meaning as a medium to communicate with each other (Chomsky in Fromkin. et al, 2003). However, the use of a language by an individual must be initialized by the acquisition process of the target language until the one master it hence they could use it well for communicative purposes. This thought is upheld by Varshney (2003) who recommends that language procurement is the interaction by which an individual accomplishes a familiar command over the target language. Moreover, it should be noticed that language acquisition can be partitioned into two primary parts which are well known as First Language Acquisition which is later shortened as FLA and Second Language Acquisition which is later stated as SLA.

FLA can be characterized as a child endeavor in learning one's mother tongue or one's first language. Then again, SLA is someone process of acquiring or learning a language which is identified other than one's mother tongue. For quite a long time, the language acquisition peculiarity has drawn linguists' interest to direct research on this field to recognize the extraordinary capacity of human brains of how a language is acquired, either first or second language. The capacity to acquire and comprehend a language isn't hereditarily passed down, however the specific language that children speak is passed down socially and naturally to them. Children acquisition of their first language can be acquired without direction or artificial instruction. Based on Chomsky (2009), he expresses that "Language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions". According to this statement, it

implies that the outcome in language acquisition can be accomplished by all people, however there are inside factors that additionally enormously affect it, such as maturation in language capacity and furthermore what have become debatable issues for a really long time known as critical period which likewise will become the essence of discussion in this study.

Critical period can be characterized as the development period in which some urgent experience will impact the development or learning process. As during the process of language acquisition, the critical period is a condition where the children's brain has unique ability to oblige and handle language obtained through the interaction of the environment and discourse in everyday life (Penfield & Roberts, 1959 as cited in Nelson, 2012). In this condition the children has unique ability to have the option to learn and try and utilize the language that has been acquired. In a similar understanding, Fromkin, Rodman and Hyams (2003) likewise expresses that the critical period is the individual's capacity to learn and foster language, particularly the native language, with a crucial time at the age from the individual's birth to the puberty. By referring to these prominent experts' ideas, it can be said that language acquisition is becoming complicated, difficult and even impossible after the critical period.

The Reigns of the Critical Period Hypothesis

Critical Period Hypothesis was firstly introduced by Penfield and Roberts in 1959 when they composed writing with title "The Learning of Languages." However, the debuts of their ideas which talk about the connection between language and its relation to the critical age become widely known in 1953 (Montrul, 2008). They believe that the younger the child learn the language, the easier, and flawless one presentation would be. This was enunciated in the accompanying logic: "Remember that for

the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of nine" (Penfield and Roberts, 1959, as referred to in Nelson, 2012).

Language Acquisition

The acquisition of language is based on neurological and psychological processes (Maslo, 2007). The process of acquiring a language will be supported by the function of the individual's brain. Another related theory stated by Kramina (2000) about language acquisition is a process that is opposed to learning, and it is similar to the way children learn their first language. The language acquisition process that occurs in childhood and is internally motivated which includes verbal behavior and communication. The language data obtained were not programmed because there were no formal teachers or instructors in this process. Language acquisition is the process by which humans learn to perceive and comprehend a language as well as they could produce and use the words and sentences to communicate for life.

In acquiring language, an individual acquires the way to use the language consisting of information in language they hear around. At the same time, the brain processes linguistic information received and processed by the language acquisition system in the brain. The linguistic information received is then processed and used later. In the case of children, language is obtained by hearing the sound of speech in passing, then recognizing the semantics of the language heard. After that they hear the way of delivering language related to the sequence or arrangement of words when delivered. At this point, what is not realized is that when children acquire language and use it to interact there is no learning of grammar. Learning grammar is a natural process when children acquire their first language.

Age-related differences between Young Learner and Old Learner

There are successful second language learners who started SLA after puberty and have been able to achieve native proficiency. Most scholars would agree that there are differences between children and adults in the final outcome of second language acquisition. A study conducted by Hu (2016) implies that young learners stand the superior stage to acquire a second language than adults or adolescents. The study claims that the older learners seem to be faster and more efficient learners of a second language, but young learners can learn language more effectively than adults or adolescents in some areas. This leads to good performance in the ultimate goal of language learning. Most people think that children are better at learning a second language than adults. This statement is supported by a common observation that young second-language learners seem to be able to learn another language quickly by exposure without teaching. Some factors involved in second language learning are: (1) having a good teacher, (2) being motivated, and (3) having a good study environment. Based on the theory stated by Steinberg's theory which is cited in Suryantari (2018), it is commonly believed that children are better learners than adults which considers some factors.

The process of learning a foreign language for children will typically involve going through some stages. In most cases, a general sequence of events will be followed when processing a file. First, a child will hear the spoken words of an adult. Later on, the child who was not born with the language skills of an adult will eventually learn how to produce the language in the same way as an adult. There are two processes involved in this learning: comprehension of speech and production. The classification of age

development studied by Piaget and Vygotsky (2002) include 6 stages which are 0–5 months, 6–12 months, 8–12 months, 1–2 years, 2–3 years, and 3–4 years..

- a. 0-5 months age old
This is a child's early stage in the functioning of their articulator system. Children use their cry or babble to communicate. This stage is the foundation of all speech processes. Children will use their ears to repeatedly copy the environment input.
- b. 6-12 months age old
In this stage, the child will learn to produce words with two letters that consist of one vowel and one consonant.
- c. 8-12 months age old
Children will attempt to form words through two processes at this time. They are initially attempting to produce phoneme fragments. Children try to form entire words with the correct letters in the second step.
- d. 1-2 years old
The stage for children to produce a word and learn articles exists here.
- e. 2-3 years old
As an advanced stage of producing one word, in the next stage children are able to produce two words
- f. 3-4 years old
At this stage the child begins to be able to pronounce simple expressions with more complex language structures.

Krashen, Long, Scarcella (1979) and Singleton (1995) suggest a "consensus view": older learners are more efficient in the early stages of L2 learning, but younger learners outperform them in the long term in natural environments. This theory becomes a neutral view in the case of second language acquisition, according to the expert who expressed their view that there are different cases and contexts in language acquisition. This theory is focused on the idea that learners at an

early age will acquire language better but in context through the environment. The acquisition process experienced by children at an early age takes longer and is more natural.

II. Research Method

This study uses a literature review method. For a number of studies, literature review may be the best methodological tool to provide answers. According to Mother et al. (2009) for research in general, the value of knowledge in a study will depend on what was done, what was found in some of the existing studies, and the clarity in reviewing the reporting of the study. The use of literature review is useful when the aim is to provide an overview of a certain issue or research problem. Reviews are useful when researchers want to evaluate theory or evidence in a particular area of study or to test the accuracy of a particular theory or competing theories and investigate the effect or relationship between two particular variables (Tranfield et al., 2003).

Specifically, this study will attempt to examine the existing research on language acquisition which focuses on the critical period of acquiring language, precisely those research which support or reject the theory of critical period. These are studies which concentrate on that help it or attempt to misrepresent it, which is expected could gain insight on intriguing issues which investigate the connection between critical period and its effect on the second language acquisition. Moreover, the result of analysis can subsequently proposed to distinguish how much the SLA is dependent upon the impact of a critical period.

III. Results and Discussion

The studies that are selected in the present research work are divided into two groups depending on whether they deal with supporting critical period in second language

acquisition or rejecting critical in period in second language acquisition.

Studies Supporting Critical Period Hypothesis in SLA

The ultimate attainment in second language acquisition according to the critical period hypotheses have reigns many studies which have provided numerous evidence as justification on the failure of those who start to learn a language after the critical age of language acquisition.

More recent study was proposed by Dirix and Duyck (2017). Their study investigated the effects of word-level age of acquisition (AoA) toward the natural reading. In their research, it is found clearly that critical age affects the eye tracking patterns of monolinguals while reading an entire novel, independent of and above the influences of other lexical variables. The results of their study support the body of evidence issued by the critical period supporters. It has shown that the earlier the words are learned, it help to faster the process to the domain of natural reading of running text which also believed to be relevant to the second language learning and acquisition especially in reading skill.

In the same vein, Ma (2012) conduct survey and interviews toward students in ethnic minority areas in China which aimed at investigating their ages of starting English learning, their College English Test achievements and their attitudes towards learning second language at a younger age. Their findings reveal that the students with a younger English age of acquisition tended to perform better in the CET 4, suggesting that the age of acquisition also influence students' second language performance. Meanwhile, those students of ethnic minorities (the Tibetan nationality and the Uighur nationality)

themselves felt that early exposure to English not only propose the benefits of the English learning in the future, but also could refrain from disturbing the acquisition of Chinese.

Additionally, Abrahamson and Hylénstam (2009) who conducted a large-scale study toward 195 Spanish/Swedish bilinguals who started to learn their second language ranging from 1 to 47 years old. All of those participants identify themselves as potentially native like in their second language. Their experimental findings suggest that in terms of listening skills, only a few of those who started to learn language after 12 could achieve the native like level, while majority of those beginning to learn the second language before 12 can nailed it. Therefore, in their study, they conclude that it was almost impossible for people who start to learn their second language to attain the native like proficiency.

Studies Rejecting Critical Period Hypothesis in SLA

Eventhough the studies of critical period supporters proposed relatively strong evidences from different perspectives toward the acquisition of the second language, nevertheless other empirical studies against the ideas of the existence of the critical period. Furthermore, their findings are also proved as valid.

To begin with, Chai (2013) research was much more all-sided. He conduct a research toward 209 students which aimed at investigating the correlation between acquisition age of second language Chinese and the performance in Chinese phonetics, grammar, vocabulary and Chinese character writing in Hanyu Shuiping Kaoshi (HSK) exam. The results showed that the impact of the second language age of acquisition on the second language acquisition presented a

modular feature. That is to say, the second language age of acquisition influence on second language acquisition tempo varied according to the language aspects. A monotone decreasing trend of Chinese phonetic acquisition tempo was observed as the starting age increased in a negative correlative linear manner, but a “W”-shaped curve trend was found in other three aspects. Thus, no salient critical period effect appeared in all aspects. As for those pre-puberty beginners, the starting age more dominantly affected the Chinese vocabulary acquisition, while as for those post-puberty beginners, the younger the age at which they started second language acquisition, the more evident their phonological learning advantages. Moreover, the second language age of acquisition did significantly affect the possibility to reach the Chinese native-like proficiency. Chai’s empirical study thus lent strong support to the rationality of Multiple Sensitive Period Hypothesis views about the relationship between the second language and the second language acquisition which confirms that Different modules possess their own distinctive critical periods.

In the same agreement of Chai’s study findings, Birdsong and Molis (2001) replicated Johnson and Newport’s (1989) study with the Spanish native speakers learning English as participants. It was testified possible that even though beyond the critical period, the ultimate attainment of second language was still negatively related to the age of acquisition of second language and that the similarity degree between the mother language and the second language played crucial role in determining the second language acquisition level. Besides, they also proved that many bilingual participants whose began second language learning after their puberty were still able to reach the native like level in terms of syntax

IV. Conclusion

Despite of the lack of the agreement whether there is a critical period in second language acquisition, some meaningful pedagogical implications still deserve mentioning. For example, the starting age actually influences the second language acquisition especially in phonetics. It is more helpful for second language learners to develop a native-like or more standard accent if they start learning second language much earlier. Besides, according to the results opposing the existence of the critical period, the years to learn second language, the second language proficiency, the similarity degree between first language and second language, the effects of the mother language can also function interactively to facilitate or hinder the second language acquisition.

All in all, there is still a long way to go to conduct the sufficient and scientifically reasonable theoretical analysis and empirical research on the laws and patterns of people's second language acquisition, especially in exploring the age effect on it.

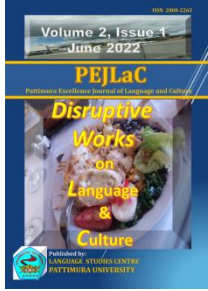

Conflict of Interest

The author declare that we have no any conflicts of interest with another scientists both financially grants and ideas.

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Abstract

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REVIEW

I. Introduction

The engagement of languages in human daily life defines how unique the human brain is since it can process a set of codes which is transformed to become a set of meaning as a medium to communicate with each other (Chomsky in Fromkin. et al, 2003). However, the use of a language by an individual must be initialized by the acquisition process of the target language until the one master it hence they could use it well for communicative purposes. This thought is upheld by Varshney (2003) who recommends that language procurement is the interaction by which an individual accomplishes a familiar command over the target language. Moreover, it should be noticed that language acquisition can be partitioned into two primary parts which are well known as First Language Acquisition

which is later shortened as FLA and Second Language Acquisition which is later stated as SLA.

FLA can be characterized as a child endeavor in learning one's mother tongue or one's first language. Then again, SLA is someone process of acquiring or learning a language which is identified other than one's mother tongue. For quite a long time, the language acquisition peculiarity has drawn linguists' interest to direct research on this field to recognize the extraordinary capacity of human brains of how a language is acquired, either first or second language. The capacity to acquire and comprehend a language isn't hereditarily passed down, however the specific language that children speak is passed down socially and naturally to them. Children acquisition of their first language can be acquired without direction or artificial

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Language Acquisition

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In acquiring language, an individual acquires the way to use the language consisting of information in language they hear around. At the same time, the brain processes linguistic information received and processed by the language acquisition system in the brain. The linguistic information received is then processed and used later. In the case of children, language is obtained by hearing the sound of speech in passing, then recognizing the semantics of the language heard. After that they hear the way of delivering language related to the sequence or arrangement of words when delivered. At this point, what is not realized is that when children acquire

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The process of learning a foreign language for children will typically involve going through some stages. In most cases, a general sequence of events will be followed when processing a file. First, a child will hear the spoken words of an adult. Later on, the child who was not born with the language skills

of an adult will eventually learn how to produce the language in the same way as an adult. There are two processes involved in learning: comprehension of speech production. The classification of age development studied by Piaget and Vygotsky (2002) include 6 stages which are 0-5 months, 6-12 months, 8-12 months, 1-2 years, 2-3 years, and 3-4 years..

- a. 0-5 months age old
This is a child's early stage in the functioning of their articulator system. Children use their cry or babble to communicate. This stage is the foundation of all speech processes. Children will use their ears to repeatedly copy the environment input.
- b. 6-12 months age old
In this stage, the child will learn to produce words with two letters that consist of one vowel and one consonant.
- c. 8-12 months age old
Children will attempt to form words through two processes at this time. They are initially attempting to produce phoneme fragments. Children try to form entire words with the correct letters in the second step.
- d. 1-2 years old
The stage for children to produce a word and learn articles exists here.
- e. 2-3 years old
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- f. 3-4 years old
At this stage the child begins to be able to pronounce simple expressions with more complex language structures.

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II. Research Method

³ This study uses a literature review method. For a number of studies, literature review may be the best methodological tool to provide answers. According to Mother et al. (2009) for research in general, the value of knowledge in a study will depend on what was done, what was found in some of the existing studies, and the clarity in reviewing the reporting ³ of the study. The use of literature review is useful when the aim is to provide an overview ⁷ of a certain issue or research problem. Reviews are useful when researchers want to evaluate theory or evidence in a particular area of study or to test the accuracy of a particular theory or competing theories and investigate the effect or relationship between two particular variables (Tranfield et al., 2003).

Specifically, this study will attempt to examine the existing research on language acquisition which focuses on the critical period of acquiring language, precisely those research which support or reject the theory of critical period. These are studies which concentrate on that help it or attempt to misrepresent it, which is expected could gain insight on intriguing issues which investigate the connection between critical period and its effect on the second language acquisition. Moreover, the result of analysis can subsequently proposed to distinguish how much the SLA is dependent upon the impact of a critical period.

⁵ III. Results and Discussion

The studies that are selected in the present research work are divided into two groups depending on whether they deal with supporting critical period in second language acquisition or rejecting critical in period in second language acquisition.

Studies Supporting Critical Period Hypothesis in SLA

The ultimate attainment in second language acquisition according to the critical period hypotheses have reigns many studies which have provided numerous evidence as justification on the failure of those who start to learn a language after the critical age of language acquisition.

More recent study was proposed by Dirix and Duyck (2017). Their study investigated the effects of word-level age of acquisition (AoA) toward the natural reading. In their research, it is found ⁶ early that critical age affects the eye tracking patterns of monolinguals while reading an entire novel, independent of and above the influences of other lexical variables. The results of their study support the body of evidence issued by the critical period supporters. It has shown that the earlier the words are learned, it help to faster the process to the domain of natural reading of running text which also believed to be relevant to the second language learning and acquisition especially in reading skill.

In the same vein, Ma (2012) conduct survey and interviews toward students in ethnic minority area ⁷ in China which aimed at investigating their ages of starting English learning, their College English Test achievements and their attitudes towards learning second language at a younger age. Their findings reveal that the students with a younger English age of acquisition tended to

perform better in the CET 4, suggesting that the age of acquisition also influence students' second language performance. Meanwhile, those students of ethnic minorities (the Tibetan nationality and the Uighur nationality) themselves felt that early exposure to English not only propose the benefits of the English learning in the future, but also could refrain from disturbing the acquisition of Chinese.

Additionally, Abrahamson and Hylénstam (2009) who conducted a large-scale study toward 195 Spanish/Swedish bilinguals who started to learn their second language ranging from 1 to 47 years old. All of those participants identify themselves as potentially native like in their second language. Their experimental findings suggest that in terms of listening skills, only a few of those who started to learn language after 12 could achieve the native like level, while majority of those beginning to learn the second language before 12 can nailed it. Therefore, in their study, they conclude that it was almost impossible for people who start to learn their second language to attain the native like proficiency.

Studies Rejecting Critical Period Hypothesis in SLA

Eventhough the studies of critical period supporters proposed relatively strong evidences from different perspectives toward the acquisition of the second language, nevertheless other empirical studies against the ideas of the existence of the critical period. Furthermore, their findings are also proved as valid.

To begin with, Chai (2013) research was much more all-sided. He conduct a research toward 209 students which aimed at investigating the correlation between acquisition age of second language Chinese and the performance in Chinese phonetics,

grammar, vocabulary and Chinese character writing in Hanyu Shuiping Kaoshi (HSK) exam. The results showed that the impact of second language age of acquisition on second language acquisition presented a modular feature. That is to say, the second language age of acquisition influence on second language acquisition tempo varied according to the language aspects. A monotone decreasing trend of Chinese phonetic acquisition tempo was observed as the starting age increased in a negative correlative linear manner, but a "W"-shaped curve trend was found in other three aspects. Thus, no salient critical period effect appeared in all aspects. As for those pre-puberty beginners, the starting age more dominantly affected the Chinese vocabulary acquisition, while as for those post-puberty beginners, the younger the age at which they started second language acquisition, the more evident their phonological learning advantages. Moreover, the second language age of acquisition did significantly affect the possibility to reach the Chinese native-like proficiency. Chai's empirical study thus lent strong support to the rationality of Multiple Sensitive Period Hypothesis views about the relationship between the second language and the second language acquisition which confirms that Different modules possess their own distinctive critical periods.

In the same agreement of Chai's study findings, Birdsong and Molis (2001) replicated Johnson and Newport's (1989) study with the Spanish native speakers learning English as participants. It was testified possible that even though beyond the critical period, the ultimate attainment of second language was still negatively related to the age of acquisition of second language and that the similarity degree between the mother language and the second language played crucial role in determining the

second language acquisition level. Besides, they also proved that many bilingual participants whose began second language learning after their puberty were still able to reach the native like level in terms of syntax

IV. Conclusion

Despite of the lack of the agreement whether there is a critical period in second language acquisition, some meaningful pedagogical implications still deserve mentioning. For example, the starting age actually influences the second language acquisition especially in phonetics. It is more helpful for second language learners to develop a native-like or more standard accent if they start learning second language much earlier. Besides, according to the results opposing the existence of the critical period, the years to learn second language, the second language proficiency, the similarity degree between first language and second language, the effects of the mother language can also function interactively to facilitate or hinder the second language acquisition.

All in all, there is still a long way to go to conduct the sufficient and scientifically reasonable theoretical analysis and empirical research on the laws and patterns of people's second language acquisition, especially in exploring the age effect on it.

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Conflict of Interest

The author declare that we have no any conflicts of interest with another scientists both financially grants and ideas.

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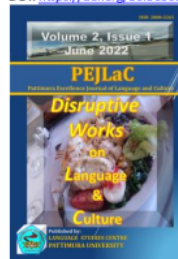
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The Application of Self The Effective Age of Second Language Acquisition: A Literature Review

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Translating Chinese Comics Titles into the Thai Language

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Abstract

Comics have been a popular entertainment medium throughout the years. The Chinese cartoon has developed continuously since the late 19 century to early 20 century, imported into Thailand both in book form and online from around 2000, and has been translated into the Thai language for Thai readers. The translation of a comic's title has a profound impact in terms of attracting readers to that particular comic. This research is to study the translation of Chinese comics titles into Thai language. The objective is to study strategies for translation problems and solutions to problems arising from such translations. According to the research results, it was found that the giving titles method using the source language as a conductor of transmission was the most popular. The least popular method is giving titles by dynamic transmission.

Keywords: Chinese Language, Translating, Comics

The significant finding: It was indeed discovered that the giving titles method using the source language as a conductor of transmission was the most popular. While the least popular method was giving titles by dynamic transmission.



ARTICLES

1. Introduction

Currently, Chinese cartoons are very popular with Thai readers. Thailand imports Chinese cartoons, both in the form of a booklet and online Chinese cartoons. Chinese cartoons began to appear in Thailand in the year 2000. The first publisher of Chinese cartoons was Burapat Publishing House. In the beginning, Chinese cartoons in Thailand were translated into book form. But at present, accessing information on the internet is simple and easy. Thus, access to current Chinese comics can be done by searching online. The most popular platforms for reading Chinese comics are wecomics (<https://www.wecomics.in.th/comics>), comico (<https://www.comico.in.th>) and mangatoon (<https://www.mangatoon.mobi>), etc. When Chinese cartoons are brought into Thailand, the challenge is how to make the reader in the target language understand them? We must have a translation. In marketing, interpreting cartoon titles to be attractive will influence the reader's interest in the cartoons.

The study of translation of Thai titles into Chinese or Chinese into Thai has resulted in both the translation of the titles of movies, dramas and series by using different theories. Ekachai Saengjantanu (2020) studied the strategies of translating the titles of Thai dramas and series into Chinese, using Newmark's concept and additional references from Pinongsab (2018). Kullayanee Kittopakarnkit (2020) studied and analyzed the translation strategies of Thai horror film titles into Chinese using Memes of Translation theory as a framework. Jindaporn Pinpongsub (2018) analyzed the method of translating the title of Thai movies into Chinese, using the Skopos theory, with further reference from the research on 'Translating American Comedy Film Titles into Thai; Strategies and Analysis' by Supawan Thongwan. The results of these three studies were similar. The most common translation tactic was regiving titles and the least common was transliteration. From this translation of movie titles research, it emerged that there are many ways to translate them. In

this research, the theories of translation are used as a framework for the study. The purpose of this study was to analyze the translation of cartoon titles from Chinese into Thai.

2. Objectives

The objective is to study strategies for translation cartoon titles from Chinese into Thai.

3. Scope of research

In this research, the researcher studied the method of translating cartoon titles from Chinese into Thai. The population scope used in the research was 102 cartoons that were sourced from (1) website wecomics (<https://www.wecomics.in.th/comics>) 10 cartoons (2) website comico (<https://www.comico.in.th>) 22 cartoons (3) website mangatoon (<https://www.mangatoon.mobi>) 70 cartoons can be divided into fantasy cartoons (Fantasy/Sci-Fi/Dimensional) 21 cartoons, Horror (Horror/Murder) 8 cartoons, Romance (Romance/High School Love) 59 cartoons, Homosexual (BL/Yaoi) 6 cartoons and Comedy 8 cartoons.

Table 1. Number and types of Chinese cartoons in the research study

Cartoon Type	Number
Fantasy/Sci-Fi/Alternate Dimension	21
Horror/Murder	8
Romance/High School Love	59
Homosexual (BL/Yaoi)	6
Comedy	8
Total	102

Word definitions in the article

(1) **Cartoons.** Cartoons refer to caricatures, funny pictures, or portraits. It may be a

picture showing an event that the author intended to make fun of, a story book with pictures which divides the page into spaces with a short, easy-to-read description; the plot is usually a fairy tale or a novel (Royal Institute dictionary, 2002). The word cartoon in Chinese is called“漫画”meaning drawing narratives using simple or exaggerated plots to describe everyday life, or stories that often employ a method of altering the nature of things, using metaphor, using different symbols to amuse the reader (The Dictionary of Modern Chinese, 2016). In this research, the definition of Chinese cartoons is used to describe storytelling with pictures. It is divided into sections with short, easy-to-read captions, created in China.

(2) **Meme translation.** Translation in meme theory is the process that represents the transmission of the source language meme to the target language meme. It applies to all translation-related practices, formats, principles, concepts and theories (Andrew, 1996). In this paper, the giving titles strategy is based on the transmission of the source language to the target language which can be divided into (1) giving titles by using the source language as the conductor (2) giving titles using the target language as the conductor of transmission (3) Giving titles by dynamic transmission

4. Research Methods

- 4.1 Study about Chinese-Thai translations and Thai-Chinese giving titles conventions
- 4.2 Collect information on a list of Chinese cartoons that have been translated into Thai.
- 4.3 Analyze the giving titles of Chinese cartoons in Thai by using the meme theory framework.
- 4.4 Summarize and discuss the results of the analysis.

5. Results/Findings

The results of the study on translating Chinese cartoon names into Thai can be divided into the characteristics of giving titles Chinese cartoons and translating Chinese cartoon titles into the Thai language.

5.1 Giving titles Chinese cartoons

The characteristics of giving titles Chinese cartoons are divided into fantasy, horror, romance, homosexual, comedy. The number of syllables in Chinese cartoon titles ranges from 2 syllables to 13 syllables as shown in Table 2.

Table 2. Number of syllables used in giving titles Chinese cartoons

Cartoon Type/Number of syllables	2	3	4	5	6	7	8	9	10	11	13
Fantasy/Sci-Fi /Alternate Dimension	1		7	4	2	4	2	1			
Horror/Murder		1	6	1							
Romance/High School Love		4	9	7	7	19	4	4	2	2	1
Homosexual (BL/Yaoi)		2	1	3							
Comedy			1	2	1	4					
Total	1	7	24	17	10	27	6	5	2	2	1

Giving Chinese cartoons titles out of 102 titles, the number of syllables used in giving titles cartoons the most was seven, followed by four and the least is two syllables and thirteen syllables. If divided by cartoon type, Fantasy and horror cartoons use four syllables the most in their giving titles. Romance and comedy cartoons use seven syllables in their names the most. Homosexual cartoons use three syllables the most in their names. It can be seen that the giving titles of Chinese cartoons is neither too short nor too long. It doesn't use giving titles conventions like Chinese expressions that often have four syllables. The names of Chinese cartoons range from two syllables to thirteen syllables. The titles of the comics are both phraseological and sentence forms, which are

in the form of short phrases rather than sentences.

5.2. Giving titles Chinese cartoons in Thai

Giving titles of Chinese cartoons in Thai 102 titles, divided into categories of giving titles Chinese cartoons in the Thai language as follows:

5.2.1. Giving titles by using the source language as the conductor of transmission

Giving titles Chinese cartoons in Thai by using the source language as the conductor, translators must have a conceptual and the cultural background of the cartoon names in the source language (Chinese), which then becomes like a new data container to transform information by using the target language (Thai). Giving titles Chinese cartoons in Thai by using the source language as the conductor can be divided into (1) Literal translations to the Thai language; 30 titles (2) Literal translations by omitting some words; 3 titles and (3) Literal translations by changing some words; 17 titles. Total of giving titles Chinese cartoons in Thai by using the source language as the conductor is 50 titles.

(1) Literal translations to the Thai language

Literal translations of Chinese cartoon titles to the Thai language mean the meaning and syllable number in Chinese titles and Thai Titles are similar. Using this translation method in this research have 30 titles; Fantasy/Sci-Fi/Dimensional 11 titles, Horror/Murder 3 titles, Romance/High School Love 10 titles and Comedy 6 titles.

Table 3. Literal translations to Thai language

Cartoon Type	Chinese Title	Thai Title
Fantasy/Sci-Fi /Alternate Dimension	1.无人之境	แดนไร้คน
	2.神医嫡女	ยอดหญิงหมอเทวดา
	3.少帅你老婆又跑了	ผ.ครับ นายหญิงหนีอีกแล้วครับ!
	4.王爷不能擦	ท่านฮ่องแหยมไม่ได้
	5.恶女的惩罚游戏	เกมการลงโทษของหญิงสาวชั่วร้าย
	6.王妃的婚后指南	เรื่องราวหลังแต่งงานของนางพวย
	7.血族禁城	เขตหวงห้ามแวมไพร์
	8.单挑吧王爷	มาสู้กันตัวต่อตัวดีกว่า องค์ชาย
	9.法医狂妃	พระชายาของข้าเป็นนิติเวช
	10.阴阳界的新娘	เจ้าสาวแห่งโลกวิญญาณ
	11.王爷你好贱	ท่านฮ่อง ท่านร้ายนัก!
Horror/Murder	1.怪奇笔记	บันทึกพิศวง
	2.我为苍生	ปีนั้นฉันเกิดใหม่
	3.半脸女王	ราชินีครึ่งหน้า
Romance/High School Love	1.豹系男友的千层套路	กับดักรักของชายเลือดดาว
	2.Boss哥哥，你欠揍	Boss คุณจะหาเรื่องหรือคะ?
	3.帝少别太猛	ท่านประธาน อย่ารุนแรงเกินไปสิคะ
	4.冷情Boss请放手	ประธานเย็นชา ปล่อยมือฉันนะ
	5.对抗花心上司	ต่อต้านประธานจอมเจ้าชู้
	6.专属恋人	ที่รักสุดพิเศษ
	7.我被总在黑上了	ฉันถูกประธานแอนตี้แล้วสินะ
	8.冷酷总裁的夏天	ซัมเมอร์ของท่านประธานมาคั้ง
	9.不可以爱你	ไม่อาจรักเธอ
	10.一夜孽情：吻别豪门老公	คืนเสน่ห์หา : ลาก่อนสามีที่รัก
Comedy	1.国民少帅爱上我	จอมพลสุดหล่อแห่งชาติได้ตกหลุมรักฉัน
	2.狂拽小妻	คุณภรรยาสุดแซ่บ
	3.吸血鬼神	เทพบุตรแวมไพร์
	4.妙手小村医	ตำนานมือวิเศษ หมู่บ้านแพทย์
	5.我想有个男朋友	ฉันอยากมีแฟน
	6.女子学院的男生	ผู้ชายในโรงเรียนหญิงล้วน

Example 1. Literal translations to Thai language

《王爷prince你好very贱bad》(Your Highness, you are evil) translates in Thai as “ท่านฮ่องprince ท่านyouร้ายbadนักvery!” The translator of the title in Thai translated the meaning and format from the title in the source language, “王爷”mean prince, “你”mean you “好”mean very, “贱”mean bad. The translator directly translates Chinese

cartoon titles to the Thai language and places the modifier of the adjective after the adjective in Thai.

王爷 你 好 贱
prince you (modifier of adjective “very”) bad
ท่านฮ่อง ท่าน ร้าย นัก!
prince you bad (modifier of adjective “very”)

(2) Literal translations by omitting some words

Literal translation by omitting some words in the title in the Thai language that are the same or similar to Chinese. Some words in Chinese were omitted but did not affect the understanding of the target language. Using this translation method in this research has 3 titles; Romance/High School Love 2 titles and Homosexual (BL/Yaoi) 1 title.

Table 4. Literal translations by omitted some words

Cartoon Type	Chinese Title	Thai Title
Romance/High School Love	1.极品辣妈 女 V5	คุณแม่สุดแซ่บ V5
	2.我才不是 恶毒 女配	ฉันไม่ใช่ตัวประกอบนะยะ!
Homosexual (BL/Yaoi)	1.单向暗恋 你	รักข้างเดียว

language and changed the word“风起”to

ผจญภัย Adventures.

风起 苍岚
Wind blows Canglan Land

ผจญภัย แดนซางหลาน
Adventures Canglan Land

5.2.2 Giving titles by using the target language as the conductor of transmission

Giving titles by using the target language as the conductor of transmission in this research is giving the new title in the target language. Total of giving titles Chinese cartoons in Thai by using the target language as the conductor of transmission is 39 titles; Fantasy/Sci-Fi/ Alternate Dimension, 4 titles, Horror/Murder, 2 titles, Romance/High School Love, 28 titles, Homosexual (BL/Yaoi), 4 titles and Comedy, 1 title.

Table 6. Giving the new title in the target language

Cartoon Type	Chinese Title	Thai Title
Fantasy/Sci-Fi/Alternate Dimension	1.狂女重生：纨绔七皇妃	บัลลังค์รักพระชายาเจ็ด
	2.恋爱生死簿	บันทึกรักฉบับยมทูต
	3.浴火毒女	สองเสาท่านร้ายรัก
	4.心跳300秒	นาฬิกาที่รัก
Horror/Murder	1.风逆天下	อลวนรักหงส์สยามปฐพี
	2.妃夕妍雪	ตำนานรักวังหลัง
Romance/High School Love	1.染成婚	หล่อร้ายนายเทพบุตร
	2.风囚凰	เสน่ห์รักบัลลังก์เลือด
	3.纯情丫头火辣辣	หน้าใสๆ ใครว่าไม่ Sexy!
	4.男神萌宝一锅端	ลูกของผมเรียกคุณว่าแม่
	5.谜般的少女	ยอดดวงใจอย่าไปจากผม
	6.贺少的闪婚暖妻	จีบยังให้ไม่ได้ใจคุณหมอบ
	7.甜蜜拍档	รักไม่ได้ตั้งใจกับคุณชายปากแข็ง
	8.冷宫废后要逆天	ยอดของเฮาแห่งตำหนักเย็น
	9.倾世医妃要休夫	ตำรารักคุณหมอบข้ามมิติ
	10.警中录	ปรีศนาใต้เงาจันทร์
	11.一品嫡女	เกิดใหม่อีกครั้งฉันเป็นองค์หญิง
	12.若上首席总裁之千金归来	เหยียบหางท่านประธานภาค 2 เจ้าหญิงกลับมาอีกครั้ง
	13.天价宠妻	ติดกับรักประธานจอมจู้
	14.万丈光芒不及你	เธอคือแสงสว่างในใจ
	15.总裁在上	Boss ที่รัก
	16.若上首席总裁	เหยียบหางท่านประธานแล้วสิริเรา
	17.废柴小姐的恋爱生存游戏	เกมรักของสาวนักเรียน
	18.人质情人	สาวน้อย เธอคือตัวประกันของฉัน
	19.枕上娇妻之交易婚约	งานแต่งงานที่ถูกบังคับกลับกลายเป็น ความรักสุดโรแมนติก
	20.那少的纯情宝贝	คุณชายเจ้าเล่ห์กับสาวน้อยเบบี๋
	21.喂，别动我的奶路	การเกิดใหม่อีกครั้งของเศรษฐินี
	22.千金闲妻	สยบใจนายพลมาดนิ่ง
	23.萌宝来袭	อลเวงเจ้าตัวน้อยสื่อรัก
	24.隐婚蜜爱：总裁大叔的天价宝贝	ยัยหนูของคุณอา CEO
	25.完美老公进化论	แผนการลับจับพี่ชาย (มาเป็นแฟน)
	26.滚下我的霸气老公	คุกเข่าซะสามีที่รัก
	27.豪门夜宠：萌妻超大牌	ภรรยาผมไม่ค่อยสนใจผมเลย
	28.十二少女星：川溪入梦	สาวน้อยสุๆ
Homosexual (BL/Yaoi)	1.心之茧	แคนฝรั่ง (RosyStarling)
	2.男神是一对	โอดอลหน้าใหม่หัวใจตามฝัน
	3.你与我相遇	สะตูดรักนายแมวเหมียว
	4.风信花	ลมหลงบุปผา
Comedy	1.总裁爹地超给力	เด็ดดีผมเป็น CEO

Example 4. Giving the new title in the target language

《滚下Get off我的my霸气domineering老公husband》
(Get off my domineering husband)
translates in Thai as
“คุกเข่าคะkneelสามีhusbandที่รักsweetheart” (Get on your knees, my dear husband). It is the story of Xiao Ai who gave her whole heart to her husband, but the husband suddenly asked for a divorce. When she leaves him, the husband knows that he can't live without her. The translator of the title in Thai giving titles by giving the new title in the target language.

滚下 我的 霸气 老公

Get off my domineering husband

คุกเข่าคะ สามี ที่รัก

Kneel husband sweetheart

5.2.3. Giving titles by dynamic transmission

Giving titles by dynamic transmission in this research is using the dynamic method for translating cartoon titles. Total of giving titles by dynamic transmission is 13 titles; Fantasy/Sci-Fi/ Alternate Dimension, 3 titles, Horror/Murder, 2 titles, Romance/High School Love, 7 titles and Homosexual (BL/Yaoi), 1 title.

Table 7. Giving titles by dynamic transmission

Cartoon Type	Chinese Title	Thai Title
Fantasy/Sci-Fi/Dimensional	1.我的冥王谈恋爱	คำสาปรัยรักจากเจ้าชายโลกวิญญาน
	2.月殇	สงครามรักจันทร์เสี้ยว
	3.某天成为王的女儿	เมื่อฉันกลายเป็นเจ้าหญิงในโลกเวทมนต์
Horror/Murder	1.张公案	จางกง ยอดบุรุษ ไขคดี
	2.明星星血族	นายชุปเปอร์สตาร์เป็นแวมไพร์
Romance/High School Love	1.酷大叔的恋爱物语	ไออุ่นของคุณหมอ
	2.王爵的私有宝贝	เจ้าชายมาดนิ่งกับที่รักสวนตัว
	3.豪门天价前妻	หวั่นใจอดีตภรรยาหมั้นล้าน
	4.恶魔，别吻我	นายปีศาจ อย่าจูบฉันนะ
	5.谁让我当红	ใครให้ฉันเป็นชุปเปอร์สตาร์ละ
	6.豪门小老婆	ต่อหัวใจภรรยาน้อย
	7.蜜桃小情人之烈爱之下	รักหวานแห้วของ CEO มาดนิ่ง
Homosexual (BL/Yaoi)	1.先干为敬	หมดแก้วนี้ เพื่อเธอ

Example 5. Giving titles by dynamic transmission

《张公Zhang Gong案case》 translates in Thai as
“จางกงZhang Gong ยอดบุรุษ top manไขsolveคดีcase”. It is the story of Zhang Gong, a pauper who hopes to enter the capital to become a nobleman. Although he is unlucky, he has the ability to solve cases. The translator of the title in Thai added the words “top man” and added a verb “solve” in the target language.

6. Conclusion

When researching the strategies of translating Chinese cartoon titles into Thai from 102 Chinese cartoons, it was found that 3 types of translation strategies were used as follows: (1) Giving titles by using the source language as the conductor of transmission include Literal translations to the Thai language, Literal translations by omitting some words and Literal translations by changing some words, all of this totals 50 titles (2) Giving titles by using the target language as the conductor of transmission, 39 titles and (3) Giving titles by dynamic transmission, 13 titles. As a result, it can be concluded that Thai translators still prefer the method of translating to match the source language rather than giving titles a new name or dynamic giving titles.

the translation of the cartoon title with factors for choosing to read the cartoon. Such information will be extremely useful in translation and marketing.

Table 8. Giving titles Chinese Cartoon Titles to Thai Language

Cartoon Type	Giving titles by using the source language as the conductor of transmission			Giving titles by using the target language as the conductor of transmission	Giving titles by dynamic transmission
	Literal translations	Omitting word	Changing word	Giving the new title in the target language	Adding word
Fantasy/Sci-Fi/ Alternate Dimension	11	-	3	4	3
Horror/Murder	3	-	1	2	2
Romance/High School Love	10	2	12	28	7
Homosexual (BL/Yaoi)	-	1	-	4	1
Comedy	6	-	1	1	-
Total	30	3	17	39	13

From **Table 8**, if divided by type of cartoon, it was found that fantasy cartoons, horror cartoons and comedy cartoons are named by using the source language as the conductor of transmission the most. Romance and homosexual cartoons use the Giving titles by using the target language as the conductor of transmission the most.

To conclude, it was found that there are different methods for giving titles Chinese cartoon titles in Thai. This research data can be used by cartoon title translators and those interested in translation. However, this research studies only the translation method. If anyone is interested in learning more, they can study

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Translating Chinese Comics Titles into the Thai Language

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Abstract

Comics have been a popular entertainment medium throughout the years. The Chinese cartoon has developed continuously since the late 19 century to early 20 century, imported into Thailand both in book form and online from around 2000, and has been translated into the Thai language for Thai readers. The translation of a comic's title has a profound impact in terms of attracting readers to that particular comic. This research is to study the translation of Chinese comics titles into Thai language. The objective is to study strategies for translation problems and solutions to problems arising from such translations. According to the research results, it was found that the giving titles method using the source language as a conductor of transmission was the most popular. The least popular method is giving titles by dynamic transmission.

Keywords: Chinese Language, Translating, Comics

The significant finding: It was indeed discovered that the giving titles method using the source language as a conductor of transmission was the most popular. While the least popular method was giving titles by dynamic transmission.

**ARTICLES****1. Introduction**

Currently, Chinese cartoons are very popular with Thai readers. Thailand imports Chinese cartoons, both in the form of a booklet and online Chinese cartoons. Chinese cartoons began to appear in Thailand in the year 2000. The first publisher of Chinese cartoons was Burapat Publishing House. In the beginning, Chinese cartoons in Thailand were translated into book form. But at present, accessing information on the internet is simple and easy. Thus, access to current Chinese comics can be done by searching online. The most popular platforms for reading Chinese comics are wecomics (<https://www.wecomics.in.th/comics>), comico (<https://www.comico.in.th>) and mangatoon (<https://www.mangatoon.mobi>), etc. When Chinese cartoons are brought into Thailand, the challenge is how to make the reader in the target language understand them? We must have a translation. In marketing, interpreting cartoon titles to be attractive will influence the reader's interest in the cartoons.

The study of translation of Thai titles into Chinese or Chinese into Thai has resulted in both the translation of the titles of movies, dramas and series by using different theories. Ekachai Saengjantanu (2020) studied the strategies of translating the titles of Thai dramas and series into Chinese, using Newmark's concept and additional references from Pinpongsab (2018). Kullaya Kittopakarnkit (2020) studied and analyzed the translation strategies of Thai horror film titles into Chinese using Memes of Translation theory as a framework. Jindaporn Pinpongsab (2018) analyzed the method of translating the title of Thai movies into Chinese, using the Skopos theory, with further reference from the research on 'Translating American Comedy Film Titles into Thai; Strategies and Analysis' by Supawan Thongwan. The results of these three studies were similar. The most common translation tactic was regiving titles and the least common was transliteration. From this translation of movie titles research, it emerged that there are many ways to translate them. In

this research, the theories of translation are used as a framework for the study. The purpose of this study was to analyze the translation of cartoon titles from Chinese into Thai.

2. Objectives

The objective is to study strategies for translation cartoon titles from Chinese into Thai.

3. Scope of research

In this research, the researcher studied the method of translating cartoon titles from Chinese into Thai. The population scope used in the research was 102 cartoons that were sourced from (1) website wecomics (<https://www.wecomics.in.th/comics>) 10 cartoons (2) website comico (<https://www.comico.in.th>) 22 cartoons (3) website mangatoon (<https://www.mangatoon.mobi>) 70 cartoons can be divided into fantasy cartoons (Fantasy/Sci-Fi/Dimensional) 21 cartoons, Horror (Horror/Murder) 8 cartoons, Romance (Romance/High School Love) 59 cartoons, Homosexual (BL/Yaoi) 6 cartoons and Comedy 8 cartoons.

Table 1. Number and types of Chinese cartoons in the research study

Cartoon Type	Number
Fantasy/Sci-Fi/Alternate Dimension	21
Horror/Murder	8
Romance/High School Love	59
Homosexual (BL/Yaoi)	6
Comedy	8
Total	102

Word definitions in the article

(1) **Cartoons.** Cartoons refer to caricatures, funny pictures, or portraits. It may be a picture showing an event that the author

intended to make fun of, a story book with pictures which divides the page into spaces with a short, easy-to-read description; the plot is usually a fairy tale or a novel (Royal Institute dictionary, 2002). The word cartoon in Chinese is called“漫画”meaning drawing narratives using simple or exaggerated plots to describe everyday life, or stories that often employ a method of altering the nature of things, using metaphor, using different symbols to amuse the reader (The Dictionary of Modern Chinese, 2016). In this research, the definition of Chinese cartoons is used to describe storytelling with pictures. It is divided into sections with short, easy-to-read captions, created in China.

(2) **Meme translation.** Translation in meme theory is the process that represents the transmission of the source language meme to the target language meme. It applies to all translation-related practices, formats, principles, concepts and theories (Andrew, 1996). In this paper, the giving titles strategy is based on the transmission of the source language to the target language which can be divided into (1) giving titles by using the source language as the conductor (2) giving titles using the target language as the conductor of transmission (3) Giving titles by dynamic transmission

4. Research Methods

- 4.1 Study about Chinese-Thai translations and Thai-Chinese giving titles conventions
- 4.2 Collect information on a list of Chinese cartoons that have been translated into Thai.
- 4.3 Analyze the giving titles of Chinese cartoons in Thai by using the meme theory framework.
- 4.4 Summarize and discuss the results of the analysis.

5. Results/Findings

The results of the study on translating Chinese cartoon names into Thai can be divided into the characteristics of giving titles Chinese cartoons and translating Chinese cartoon titles into the Thai language.

5.1 Giving titles Chinese cartoons

The characteristics of giving titles Chinese cartoons are divided into fantasy, horror, romance, homosexual, comedy. The number of syllables in Chinese cartoon titles ranges from 2 syllables to 13 syllables as shown in Table 2.

Table 2. Number of syllables used in giving titles Chinese cartoons

Cartoon Type/Number of syllables	2	3	4	5	6	7	8	9	10	11	13
Fantasy/Sci-Fi /Alternate Dimension	1		7	4	2	4	2	1			
Horror/Murder		1	6	1							
Romance/High School Love		4	9	7	7	19	4	4	2	2	1
Homosexual (BL/Yaoi)		2	1	3							
Comedy			1	2	1	4					
Total	1	7	24	17	10	27	6	5	2	2	1

Giving Chinese cartoons titles out of 102 titles, the number of syllables used in giving titles cartoons the most was seven, followed by four and the least is two syllables and thirteen syllables. If divided by cartoon type, Fantasy and horror cartoons use four syllables the most in their giving titles. Romance and comedy cartoons use seven syllables in their names the most. Homosexual cartoons use three syllables the most in their names. It can be seen that the giving titles of Chinese cartoons is neither too short nor too long. It doesn't use giving titles conventions like Chinese expressions that often have four syllables. The names of Chinese cartoons range from two syllables to thirteen syllables. The titles of the comics are both phraseological and sentence forms, which are

in the form of short phrases rather than sentences.

5.2. Giving titles Chinese cartoons in Thai

Giving titles of Chinese cartoons in Thai 102 titles, divided into categories of giving titles Chinese cartoons in the Thai language as follows:

5.2.1. Giving titles by using the source language as the conductor of transmission

Giving titles Chinese cartoons in Thai by using the source language as the conductor, translators must have a conceptual and the cultural background of the cartoon names in the source language (Chinese), which then becomes like a new data container to transform information by using the target language (Thai). Giving titles Chinese cartoons in Thai by using the source language as the conductor can be divided into (1) Literal translations to the Thai language; 30 titles (2) Literal translations by omitting some words; 3 titles and (3) Literal translations by changing some words; 17 titles. Total of giving titles Chinese cartoons in Thai by using the source language as the conductor is 50 titles.

(1) Literal translations to the Thai language

Literal translations of Chinese cartoon titles to the Thai language mean the meaning and syllable number in Chinese titles and Thai Titles are similar. Using this translation method in this research have 30 titles; Fantasy/Sci-Fi/Dimensional 11 titles, Horror/Murder 3 titles, Romance/High School Love 10 titles and Comedy 6 titles.

Table 3. Literal translations to Thai language

Cartoon Type	Chinese Title	Thai Title
Fantasy/Sci-Fi /Alternate Dimension	1. 无人之境	แดนไร้คน
	2. 神医嫡女	ยอดหญิงหมอเทวดา
	3. 少帅你老婆又跑了	หม.ล.กับ น.ชายหญิงหนีอีกแล้วครับ!
	4. 王爷不能撩	ท่านอ๋องเหย์ไม่ได้
	5. 恶女的惩罚游戏	เกมการลงโทษของหญิงสาวชั่วร้าย
	6. 王妃的婚后指南	เรื่องราวหลังแต่งงานของท้าวเวียง
	7. 血族禁城	เขตหวงห้ามแวมไพร์
	8. 单挑吧王爷	มาสู้กันตัวต่อตัวสิคะ อ.ก.ชาย
	9. 法医狂妃	พระชายาของข้าเป็นนิติเวช
	10. 阴阳界的新娘	เจ้าสาวแห่งโลกวิญญาณ
	11. 王爷你好贱	ท่านอ๋อง ท่านร่าเริงนัก!
Horror/Murder	1. 怪奇笔记	บันทึกพิศวง
	2. 我为苍生	เป็นในสิ่งเกิดใหม่
	3. 半脸女王	ราชินีครึ่งหน้า
Romance/High School Love	1. 豹系男友的千层套路	กับสัตว์รักของชายเสือดาว
	2. Boss哥哥，你欠揍	Boss คุณจะหาเรื่องหรือคะ?
	3. 帝少别太猛	ท่านประจักษ์ อหิวาต์แรงเกินไปสิคะ
	4. 冷情Boss请放手	ประจักษ์เย็นชา ปล่อยมือฉันนะ
	5. 对抗花心上司	ต่อสู้กับประธานจอมเจ้าชู้
	6. 专属恋人	ที่รักตลอดชีพ
	7. 我被忘在黑上了	ฉันถูกประธานแอมnesiaแล้วสินะ
	8. 冷酷总裁的夏天	ซัมเมอร์ของท่านประธานมกตึง
	6. 不可以爱你	ไม่อาจรักเธอ
	10. 一夜孽情：吻别豪门老公	คืนเล่ห์หลาว : ลาก่อนสามีที่รัก
Comedy	1. 国民少帅爱上我	จอมพลลั่นทมแห่งชาติได้ตกหลุมรักฉัน
	2. 狂拽小妻	คนภรรยาสุดเซบ
	3. 吸血鬼男神	เทพยดาแวมไพร์
	4. 妙手小村医	ตำนานมือวิเศษ หมอบ้านแพทย
	5. 我想有个男朋友	ฉันอยากมีแฟน
	6. 女子学院的男生	ผู้ชายในโรงเรียนหญิงล้วน

Example 1. Literal translations to Thai language

《王爷prince你you好very贱bad》(Your Highness, you are evil) translates in Thai as “ท่านอ๋องprince ท่านyouร้ายbadนักvery!” The translator of the title in Thai translated the meaning and format from the title in the source language, “王爷”mean prince, “你”mean you “好”mean very, “贱”mean bad. The translator directly translates Chinese cartoon titles to the Thai language and places the modifier of the adjective after the adjective in Thai.

王爷 你 好 贱
 prince you (modifier of adjective “very”) bad
 ท่านอ๋อง ท่าน ร้าย นัก!
 prince you bad (modifier of adjective “very”)

(2) Literal translations by omitting some words

Literal translation by omitting some words in the title in the Thai language that are the same or similar to Chinese. Some words in Chinese were omitted but did not affect the understanding of the target language. Using this translation method in this research has 3 titles; Romance/High School Love 2 titles and Homosexual (BL/Yaoi) 1 title.

Table 4. Literal translations by omitted some words

Cartoon Type	Chinese Title	Thai Title
Romance/High School Love	1. 极品辣妈V5	คุณแม่สุดเซบ V5
	2. 我才不是恶毒女配	ฉันไม่ใช่ตัวประกอบซะนะ!
Homosexual (BL/Yaoi)	1. 单向暗恋	รักข้างเดียว

Example 2. Literal translations by omitting some words

《单向one-way暗恋secret love你you》(one sided love) translates in Thai as “รักloveข้างเดียวone-way” The translator of the title in Thai took the meaning and form of the title in the source language and omitted “you” words.
 单向 暗恋 你
 one-way secret love you
 รัก ข้างเดียว
 Love one-way

(3) Literal translations by changing some words

Literal translations by changing some words if titles in Thai are the same or similar to Chinese. Some words in Chinese have been changed in the Thai title, but do not affect the understanding of the target language. Using this translation method in this research has 17 titles;

Fantasy/Sci-Fi/Alternate Dimension, 3 titles, Horror/Murder, 1 title, Romance/High School Love, 12 titles and Comedy, 1 title.

Example 3. Literal translations by changing some words

《风起 Wind blows 苍岚 Canglan Land》 (Adventures in the Land of Canglan) translate in Thai as “ผ่าพิภพ Adventures แดนข้างหลาน Canglan Land” The translator of the title in Thai took the meaning and form of the title in the source language and changed the word “风起” to ผ่าพิภพ Adventures.

风起 Wind blows 苍岚 Canglan Land



Table 5. Literal translations by change some words

ผ่าพิภพ
Adventure
s

แดนข้างหลาน

Cang
lan
Land

5.2.2

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Cartoon Type	Chinese Title	Thai Title
Fantasy/Sci-Fi/Alternate Dimension	1. 风起苍岚	ผ่าพิภพแดนข้างหลาน
	2. 小皇书VS小皇叔	ตำราลับ จพระกิม ฉบับป่วนรักเสด็จอา
	3. 穿越西元3000后	ย้อนรักข้ามมิติ ปี ค.ศ. 3000
Horror/Murder	1. 苍白王座	บัลลังก์เปื้อนเลือด
Romance/High School Love	1. 国民老公带回家	พ่ายรักภามีแห่งชาติ
	2. 入骨暖婚	วิวาห์รักในรอยแค้น
	3. 老婆大人有点冷	พี่รักจำ อย่าบ่นชาตักเลย
	4. 恶魔总统请放手	ลึกลับรัก ประธานร้าย
	5. 总裁爱上甜宠妻	เขาจอมซ่ากับซึบิ โอฮาโหล
	6. 读心狂妃倾天下	พระชายาผู้รู้ใจคน
	7. 学霸哥哥别碰我	รุ่นพี่หัวกะทิ ป้อยเงิน ไปเถอะ
	8. 影后老婆不许逃	คุณภรรยาซูเปอร์เจเนี่ยมไปไหนแล้ว
	9. 丫头，乖乖投降	ยอมจำนนเถอะ พี่รัก
	10. 楚医生也要谈恋爱	อ้อนรักคุณหมอจู่
	11. 国民男神缠上身	เทพบุตรล่อลวงคนรักฉัน
	12. 兮兮罗曼史	เปิดตำนานรักซึบิ
Comedy	1. 我的黑道男友	นายมาเฟียพี่รัก

target language as the conductor of transmission

Giving titles by using the target language as the conductor of transmission in this research is giving the new title in the target language. Total of giving titles Chinese cartoons in Thai by using the target language as the conductor of transmission is 39 titles; Fantasy/Sci-Fi/ Alternate Dimension, 4 titles; Horror/Murder, 2 titles, Romance/High School Love, 28 titles, Homosexual (BL/Yaoi), 4 titles and Comedy, 1 title.



5.2.3. Giving titles by dynamic transmission

Giving titles by dynamic transmission in this research is using the dynamic method for translating cartoon titles. Total of giving titles by dynamic transmission is 13 titles; Fantasy/Sci-Fi/ Alternate Dimension, 3 titles; Horror/Murder, 2 titles, Romance/High School Love, 7 titles and Homosexual (BL/Yaoi), 1 title.



Table 6. Giving the new title in the target language

Example 4. Giving the new title in the target language

《滚下Get off我的my霸气domineering老公husband》 (Get off my domineering husband) translates in Thai as “คุกเข่าชะneeสามีhusbandที่รักsweetheart” (Get on your knees, my dear husband). It is the story of Xiao Ai who gave her whole heart to her husband, but the husband suddenly asked for a divorce. When she leaves him, the husband knows that he can't live without her. The translator of the title in Thai giving titles by giving the new title in the target language.

滚下 我的 霸气 老公
Get off my domineering husband
คุกเข่าชะ สามี ที่รัก
Kneel husband sweetheart

Cartoon Type	Chinese Title	Thai Title
Fantasy/Sci-Fi/Alternate Dimension	1.狂女重生：执绔七皇妃	บัลลังก์รักพระชายา เจ็ด
	2.恋爱生死簿	บันทึกรักฉบับอมตะ
	3.浴火毒女	องเมษาน่ารัก
	4.心跳300秒	นาทีระทึก
Horror/Murder	1.凤逆天下	อลวนรักหกลีบปรุพี
	2.妃夕妍雪	ตำนานรักรุ่งหลัง
Romance/High School Love	1.染成婚	หลอรัยนายทพบศร
	2.风囚凰	ล่อรักบัลลังก์เลือด
	3.纯情丫头火辣辣	หน้าใส ใครว่าไม่ Sexy!
	4.男神萌宝一锅端	ลูกของหมั้นกับคนเก่าแม่
	5.谜般的少女	ยอดดวงใจอย่าไปจากผม
	6.贺少的闪婚暖妻	ซันฮัน โฉมใจคุณหมอบ
	7.甜蜜拍档	รักไม่ได้ดีใจกับคุณชายปากแข็ง
	8.冷宫废后要逆天	ยอดของฮานเห่าตัวหนักเย็น
	9.倾世医妃要休夫	คำจารึกคุณหมอข้ามมิติ
	10.榜中录	ปริศนาใต้เงาจันทร์
	11.一品嫡女	เกิดใหม่รักภรรยาฉันเป็นองค์หญิง
	12.若上首席总裁之千金归来	เหยียบหางฟ้าปะระรานภาค 2
	13.天价宠妻	เจ้าหญิงสี่โลกอีกครึ่ง
	14.万丈光芒不及你	ติดกับรักประธานจอมเงิน
	15.总裁在上	Boss ที่รัก
	16.若上首席总裁	เหยียบหางฟ้าปะระรานเข้าตัวลิลา
	17.废柴小姐的恋爱生存游戏	เกมรักของสาวนักเขียน
	18.人质情人	สาวน้อย เธอคือตัวประกันของฉัน
19.枕上娇妻之交易婚约	งานแต่งงานที่ถักกับสับกลายเป็น ความรักสุดโรแมนติก	
20.那少的纯情宝贝	คุณชายเจ้าเล่ห์กับสาวน้อยเบบี	
21.喂，别动我的奶路	การเกิดใหม่อีกครั้งของเศรษฐินี	
22.千金闺蜜	ลมใจนายแพทย์มาดาม	
23.萌宝来袭	อลตามเจ้าตัวน้อยที่อสูร	
24.隐婚蜜爱：总裁大叔的天价宝贝	อัยหนะของคณเฒ่า CEO	
25.完美老公进化论	แผนการลับจับพิชิต (มาเป็นแฟน)	
26.滚下我的霸气老公	คุกเข่าชะสามีที่รัก	
27.豪门夜宠：萌妻超大牌	ภรรยาหมั้นไม่คอยตนใจผมเลย	
28.十二少女星：川溪入梦	สาวน้อยสี่	
Homosexual (BL/Yaoi)	1.心之茧	แคนี่มีรัก (RosyStarling)
	2.男神是一对	ไอ้ดอกลำไยไหนหิวใจตามฝัน
	3.你与我相遇	ละครรักกันแนวเมฆเมฆ
	4.风信花	ลอคอบบ่ไป
Comedy	1.总裁爹地超给力	แต่ดีด้อมเป็น CEO

Table 7. Giving titles by dynamic transmission

Cartoon Type	Giving titles by using the source language as the conductor of transmission			Giving titles by using the target language as the conductor of transmission	Giving titles by dynamic transmission
	Literal translations	Omitting word	Changing word	Giving the new title in the target language	Adding word
Fantasy/Sci-Fi/ Alternate Dimension	11	-	3	4	13
Horror/Murder	3	-	1	2	7
Romance/High School Love	10	2	12	28	1
Homosexual (BL/Yaoi)	-	1	-	4	1
Comedy	6	-	1	1	13
Total	30	3	17	39	13

Table 8. Giving titles Chinese Cartoon Titles to Thai Language

Cartoon Type	Chinese Title	Thai Title	
Fantasy/Sci-Fi Dimensional	1.我的兵王谈恋爱	คำสาปราชันย์จากเจ้าชายโลกวิญญาณ	
	2.月殇	สงครามรักสังหารสีขาว	
Horror/Murder	3.某天成为王的女儿	เมื่อฉันกลายเป็นเจ้าหญิงในโลกเวทมนต์	
	1.张公案	จางกง ยอดบุรุษไขคดี	
	2.明星星血族	นายชนปौरสตาร์เป็นแวมไพร์	
	Romance/High School Love	1.酷大叔的恋爱物语	ไออุ่นของจดหมาย
		2.王爵的私有宝贝	เจ้าชายมรดกกับที่รักส่วนตัว
		3.豪门天价前妻	ทรัพย์สินใจศรัทธาภรรยาผัวล้าน
		4.恶魔，别吻我	นายปีศาจ อย่าจูบฉันนะ
5.谁让我当红		ใครให้ฉันเป็นชนปौरสตาร์ละ	
6.豪门小老婆	ดีดหัวใจภรรยาหม้าย		
7.蜜桃小情人之烈爱之下	รักหวานแนวท้าว CEO มรดกเงิน		
Homosexual (BL/Yaoi)	1.先干为敬	หมดแก้วนี้ เพื่อเธอ	

Example 5. Giving titles by dynamic transmission

《张公Zhang Gong案case》 translates in Thai as “จางกงZhang Gong ยอดบุรุษ top manไขคดีcase”. It is the story of Zhang Gong, a pauper who hopes to enter the capital to become a nobleman. Although he is unlucky, he has the ability to solve cases. The translator of the title in Thai added the words “top man” and added a verb “solve” in the target language.

From **Table 8**, if divided by type of cartoon, it was found that fantasy cartoons, horror cartoons and comedy cartoons are named by using the source language as the conductor of transmission the most. Romance and homosexual cartoons use the Giving titles by using the target language as the conductor of transmission the most.

6. Conclusion

When researching the strategies of translating Chinese cartoon titles into Thai from 102 Chinese cartoons, it was found that 3 types of translation strategies were used as follows: (1) Giving titles by using the source language as the conductor of transmission include Literal translations to the Thai language, Literal translations by omitting some words and Literal translations by changing some words, all of this totals 50 titles (2) Giving titles by using the target language as the conductor of transmission, 39 titles and (3) Giving titles by dynamic transmission, 13 titles. As a result, it can be concluded that Thai translators still prefer the method of translating to match the source language rather than giving titles a new name or dynamic giving titles.

To conclude, it was found that there are different methods for giving titles Chinese cartoon titles in Thai. This research data can be used by cartoon title translators and those interested in translation. However, this research studies only the translation method. If anyone is interested in learning more, they can study the translation of the cartoon title with factors for choosing to read the cartoon. Such information will be extremely useful in translation and marketing.

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