

In commemoration of 25th FLAversary

THE REFLECTIVE ESSAYS OF FLA JOURNEY ON TEACHING, RESEARCH, AND COMMUNITY SERVICE

Cecilia Titiek Murniati, et.al

Editor:

Angelika Riyandari, et.al



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FOREWORD

On May 26, 1998, Faculty of Letters, which is now Faculty of Language and Arts (FLA), was officially established. Twenty-five years since its inception, FLA, as one of the faculties in Soegijapranata Catholic University (SCU), has engraved its history and stories to recount. I have been privileged to witness the dynamic progress that this faculty attains thus far. Such a development is incomprehensible when one merely regards an aspect while disregarding other aspects. The growth of FLA turns out to be tremendously complex and yet unimaginably promising in teaching, research and publication, community service, as well as students' achievements. In this twenty-five-year anniversary, the faculty members of FLA have produced their reflective essays compiled in a book entitled *The Reflective Essays of FLA Journey on Teaching, Research, and Community Service*.

This book captures the complexities that FLA has underwent. At the same time, it also articulates the promising aspirations and states what and where FLA is rightfully and properly heading for. FLA aims to be an academic community that excels in the fields of English Language, Literature, Englishpreneurship, and Digital Performing Arts. Therefore, I, on behalf of other colleagues and FLA, proudly present twelve writings of FLA members pertinent to their shared reflective experiences in teaching, research, and community service. These writings are indicative of their love, loyalty, and most importantly dedication to FLA. Finally, I encourage anyone reading this book to take a reflective moment to appreciate what FLA has been achieving hitherto.

Spirat Caritatem
The Dean,

G.M. Adhyanggono

In Commemoration of 25th FLAversary



FROM THE EDITORS

There is no journey that does not leave any trace. The same applies to the journey of the lecturers at the Faculty of Language and Arts (FLA), Soegijapranata Catholic University (SCU). Their traces are undoubtedly intertwined with their daily lives as teachers, and researchers.

Indeed, 25 years old is not a short period of time for a faculty. Some lecturers even joined SCU long before the faculty came into existence. Essays written in this book portrayed 25 years of FLA teaching, research, and community service. The path that FLA went to was not always well paved. However, the trials and tribulations only make FLA stronger.

We would like to thank the contributors to this book who eagerly participated in writing for this book. We would like to express our gratitude to the administration staff at FLA who provide us with moral supports and facilities. We also give our appreciation to the Faculty of Language and Arts which support us in many ways possible in the making of this book

To put in the nutshell, we aspire these reflections will bring inspiration to all who read the essays in this book.

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Combating Lecturers' Trepidation amidst the Increasing Demand for Research and Publication

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Prelude

According to PP 37 of 2009, lecturers are defined as professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and art through education, research, and community service. As defined above, a lecturer is obliged to carry out the Tri Dharma of higher education with the main elements consisting of education and teaching, research, and community service. Lecturer performance in the three dharma must be reported periodically in each semester of the academic year as proof of the fulfilment of the lecturer's workload (BKD).

Unfortunately, performance appraisal standards change from time to time as a result of the desire of higher education policy makers to tackle the discrepancies in the quality of higher education amidst the pace of world change, especially with the presence of advanced technology and increasingly tough competition in all walks of life. This is, in fact, the other side of the desire to make changes quickly in the midst of increasingly fiercer global competition. In other words, it can be said that currently our government is encouraging lecturers to be more productive, especially in terms of research and publication productivity on the said Tri Dharma practices they carry out in their respective higher education

institutions. Lecturers as teachers, community servants, and researchers are the basis for evaluating the performance of the lecturers.

In this reflection, the author will focus on the Tri Dharma reflection in the context of demands for research and publication productivity amidst the strict implementation of other dharma obligations. Because the essence of publication is rooted in the desire of each individual lecturer to research the Tri Dharma activities themselves, this reflection focuses more on how realistic the demands mentioned above are, how complex the problems faced by lecturers are, and what solutions can be offered. The output is the focus of this reflection because the point of departure is from the practice of research as a core practice (Dewey, 1933; Lougran, 2010: 161; Schön, 1983), to improve and upgrade his/her abilities and skills as a professional lecturer.

As a professional lecturer, obviously, he must base his activities on scientific and measurable actions, not just personal intuitive activities without an academic foundation or basis. In the absence of the principle of professionalism, what a lecturer does will have both direct and indirect implications for efforts to improve the academic process which is the core of every Tri Dharma activity of a lecturer.

One part of the obligations of the Tri Dharma which often becomes an obstacle for lecturers is research and publication, where a lecturer is expected to be able to apply his knowledge in research on the dharma he is conducting, whether teaching, community service, or research activities, which will then be disseminated in scientific seminars or published in a reputable journal. There are many barriers that confront the lecturers in carrying out their obligations in the area of research. Apart from having to regularly update lecture materials, a lecturer must evaluate, and correct student assignments or exams. All of them are time-consuming, so when it comes to doing serious research, there's almost no more time. Not to mention the added administrative tasks given by the campus such as becoming eventual committees, holding structural tasks, and others.

The issuance of Regulation of the Minister of Administrative Reform and Bureaucratic Reform (Permenpan and RB) Number 1 of 2023 concerning Functional Positions has made the lecturers flinch. They are forced to fulfil a lot of administrative burdens so that the supposedly achievable credit points are not forfeited due to the issuance of this new rule (Kompas, 2023). As a result, lecturers are shackled by administrative burdens, thus creating apprehension for not meeting the demands of the increasing research and publication productivity, which in turn is counterproductive to fulfilling research and publication demands themselves and even triggers concerns about the unclear future of lecturer careers.

Lecturer and Research

In the Indonesian context, which is certainly different from other countries, a lecturer is not only a teacher but also a community servant and a researcher. That's why it's called Tri Dharma. However, in reality, there are not only three obligations that must be fulfilled because in fact, it is not only three obligations that we do, but instead of i.e: teaching, research, community service, and administration (Sugiarto, 2019). If you want to get a promotion or reach a certain level of position, Tri Dharma is considered nothing without fulfilling administrative requirements. Whereas in more established countries, academics may choose to concentrate on one field, whether it's just teaching, only researching, or choosing both. Usually, academics who are allowed to choose two fields at the same time are academics at the professor or associate professor level. As a result, such overburden shackled the lecturers. Teachers in all tertiary institutions are required to focus on areas that are administrative in nature instead of improving the quality of teaching, research, and community service.

Studies of lecturers as researchers have been carried out, among others, by Babkie and Provost who argued that efforts to increase lecturer performance accountability and the role of lecturers as researchers are one of the means to increase student success (Babkie & Provost, 2004) and apparently that is also the basis for the issuance of PP 37 2009. This seems to be in line with what was stated by Hill (2010) that the idea of lecturers as researchers is based on the belief that if a lecturer is also a

researcher, in turn, he will increase his role as a facilitator in what is so-called professional learning which is expected to occur in the workplace.

Research is crucial

It has been obvious that the obligations of lecturers besides teaching are to provide community service through various social programs, counseling, mentoring, and other activities and research that are aligned with the field of science they are engaged in. However, it is undeniable that in many higher education institutions to date, the final task, namely research, is still considered a non-primary activity carried out on the sidelines of teaching activities.

Talking more deeply about the importance of lecturer research, emphasizing the role of research is an effort to motivate lecturers to make it a benchmark for the academic quality of lecturer performance in particular, and the institution where they work in general. So, if scientific research is made an obligation for a lecturer, it is certainly not without purpose because it is not only beneficial for the career advancement of the lecturer, but also for the wider community, other people, and the nation. Through a series of research, lecturers will find understanding, depth of knowledge, technological developments, as well as solutions to various problems faced by the wider community and even citizens of the world.

Viewed from the interest in the tertiary education environment, the research activities carried out by lecturers have a number of important meanings. Among others are:

1. Improving the quality of teaching

Teaching university students is of course different from teaching students at lower levels. On the one hand, the students have to be more critical in knowledge and science, and on the other, they need to be supplied by quality learning materials or lectures filtered from research findings that will encourage sustainable change. Thus, the content of learning materials in lecture halls will be more rational, functional, and adaptive to the most recent change.

Through research, a lecturer will continue to be updated with the latest developments in science and technology needed to answer the needs and provide solutions to any emerging problems. Thus, the process of teaching and learning activities in the higher education environment is maximized because it is supported by quality learning resources that meet the demands of time.

2. Inspire Community Service Activities

From the general public's point of view, a tertiary institution is a touchstone or a benchmark for scientific progress. This is because the higher education environment is a molder site (Kawah Candradimuka) for various pursuits of science, knowledge, and technology. It is in this place that various knowledge and expertise will be honed or developed.

As a consequence of the vital role of higher education institutions, it is hoped that graduates or alumni of tertiary institutions will be those who are able to apply everything they have learned while dedicating their lives in society. That is why lecture material must be based on the results of research and scientific studies. It is through this way that graduates are assured to be qualified and capable of responding to the needs of society at large.

In other words, students who understand and are able to meet these needs will be able to provide the best solutions to problems faced by the wider society, so that the knowledge gained will be more useful for many parties both while still on campus and when entering the world of profession.

3. Raised Campus Reputation

The utmost target of lecturer research results will later be poured into scientific papers and published in journals. These articles are expected to be published internationally so that besides being able to be used by many people around the world, they also help promote the reputation of a better campus.

This is in line with what has been inscribed by several campuses in various parts of the world which because of their high reputation they are known as leading and superior higher education institutions, even when an institution only has only one reputable journal, it can be a reference for academics around the world to publish his work.

For example, Oxford University is known in the world for the publication of international books and journals. Likewise, lecturers who have succeeded in getting his/her articles published by reputable publishers or journals like Oxford Academic or Oxford Open Journal will provide credit for not only the lecturer himself but also the higher education institutions where he works, even his country. There it can be seen how important it is to publish or publish journals in the realm of higher education as a means of introducing campuses to the world. Publication productivity will increase the reputation of the campus so that the campus in question will become a destination for local and even international students to study there.

Unfortunately, in the higher education environment, the importance of the role of publication is often inversely proportional to the real performance faced by lecturers. In addition to the problem of teaching workload which often shackles lecturers from having difficulties finding writing ideas prior to conducting research, low academic culture and especially a low reading habit, are also obstacles to the growth of research productivity levels.

Another major obstacle is the high academic administration burden of lecturers as described in the previous section. Other hindrances are the lack of creativity and the difficulty in finding novel ideas in determining which area to study, as well as the weakness in identifying research problems. Not infrequently when a lecturer already has a passion for researching and writing articles, not a few are constrained by writing skills that meet the scientific standards of the targeted journals. Not to mention considering the increasingly high demands set by reputable publishers, has often demotivated to submit the manuscripts. As a result, when an article is repeatedly rejected or frequently returned for revision, patience and persistence deteriorate.

Solution

Considering the importance of research, here are alternative solutions that can be taken. Lecturers in all higher education settings can get involved and join in academic study forums, scientific discussions, and consortiums of research groups. Among the existing alternatives, the following are the ones that can be taken by each individual lecturer.

1. With the development of today's technology, lecturers can find ideas from various scientific papers that have been written by various other researchers.
2. Lecturers can read related research topics into their fields on Google or more specifically Google Scholar.
3. Join social media for researchers at ResearchGate, Directory of Open Access Journals (DOAJ), or Scopus Publication Group.
4. Next, the reading list that has been made, combined, and cited using available applications such as:

- Mendeley (<https://www.mendeley.com>),

- EndNote (<https://endnote.com>)

- Zotero (<https://www.zotero.org>),

or other applications so that no citation is missed in the reference list. In addition, this application makes it easier for writers to change the format of citations, which often requires different citation formats between different journals.

5. Furthermore, when the intended journal is an international journal, the research article draft that has been made is translated with the help of a translator, including Google Translate or an online translator application (<https://www.onlinedoctranslator.com/id/>) despite needing the need for double check.

In the event that the translation results still do not meet academic grammar rules, they need to be credited using the Grammarly application (<https://www.grammarly.com>) and paraphrased using the QuillBot application (<https://quillbot.com>). After the entire article has been completed, it is necessary to ensure that the article written does not contain a high element of similarity to other writing, in general, the maximum similarity limit is 20 percent. To check the similarity of the draft articles written, you can use applications such as:

- Turnitin (<https://www.turnitin.com>),
- Ithenticate (<https://www.ithenticate.com>), and other Apps
- Plagiarismchecker (<https://www.plagiarismchecker.co/id>),

The final step is submitting the article draft to the intended journals. However, what needs to be cautious about is falling into the trap of predatory and discontinued journals. To cope with it, lecturers can see the journal targets they want to achieve, for example for national journals, see the desired SINTA accreditation on the SINTA website (<https://sinta.ristekbrin.go.id/>). While for international journals, writers can check out applications such as:

- Scimagojr (<https://www.scimagojr.com>),
- Copernicus (<https://journals.indexcopernicus.com>)
- WOS (<https://mjl.clarivate.com>), and others.

Postscript

The change of policies as announced by the government by issuing government laws and regulations is acceptable because it has an interest in improving the quality of higher education in Indonesia. However, considering the problems and obstacles discussed in the previous section, the government must also be accommodative to aspects of weaknesses in the implementation of its policies so that in the future better solutions can be found for all the affected lecturers as a result of the enactment

of laws and government regulations. Research must be accepted as a benchmark for improving the quality of higher education, therefore an appropriate formula must be found by providing more space for research activities by slowly changing the burden of the Tri Dharma and the administrative burden of lecturers, then facilitating research network spaces and accompanied by adequate incentives to creating a conducive climate for the development of research culture. Lastly, although there are still various obstacles and limitations that a lecturer has in conducting research, there are many solutions as described above, so that a lecturer no longer considers research and writing scientific papers as an obstacle or burden but as a means of disseminating science for the development of the nation.

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Author's biodata



Antonius Suratno. A senior lecturer in the Language and Arts faculty, Soegijapranata Catholic University with an interest in teaching and research primarily in the areas of Discourse Analysis, Translation Studies and Media Technology for TEFL. In addition, he also has experienced in teaching several subjects such as Discourse, Meaning Beyond, Translation, Business Correspondence, Writing, Business Letter Writing, and Public Speaking.

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In Commemoration of 25th FLAversary



A Reflection on Film Critique and Sinematografi Classes

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The Issue at Stake

The title above stems from my professional experience teaching Film for years. I have been teaching Film for more than ten years in English Department (2008-present) and three years in Communication Science Department (2020-present). Both departments are from two different faculties. The former is at the Faculty of Language and Arts (FLA) while the latter is at the Faculty of Law and Communication (FLC), Soegijapranata Catholic University (SCU) of Semarang, Indonesia.

The nature of the Film classes in both departments are distinctive. In English Department, the Film class is designed to introduce students with the basic concept of film, the film aesthetics (style and form), and the basic approaches to interpreting films. Thus, the focus of Film class in this department gives weight more on the philosophical, aesthetic and critical thinking of a film. The orientation is clear, i.e. cognitive understanding of films aesthetically and philosophically. Therefore, the Film class is entitled *Film Critique* (<https://fla.unika.ac.id/literature/>).

At the Communication Science Department, the Film class is named *Sinematografi*. In this department, the course is aimed at enabling students to think critically of the social realities and express their critical thoughts through filmmaking. Therefore, students of Communication Science Department learn how to understand the basic concept of film, the structure of film, and the way idea is materialized via filmmaking. The orientation is therefore more directed to the filmmaking experience articulating a message than the cognitive examination about films.

The different natures of these departments seem vivid. However, there is a final task where students of these departments are required to write their critical thinking about films through essay writing. At this shared point, I found there is something inadequate that most of the students performed in their final essay. The inadequacy is about their common tendency to write essays on films revolving around plot and character developments.

In other words, their writings were exclusively centered on the film narratives rather than other aspects, such as the film aesthetic and ideological ones. The aspects of narrative in a film centered around plot and character developments induced by conflicts. The aesthetic aspects of a film relate to the film style and form. The ideological aspects concerns the interpretive and symptomatic readings of a film (Bordwell, 1991; Bordwell & Thompson, 2013; Lewis, 2014).

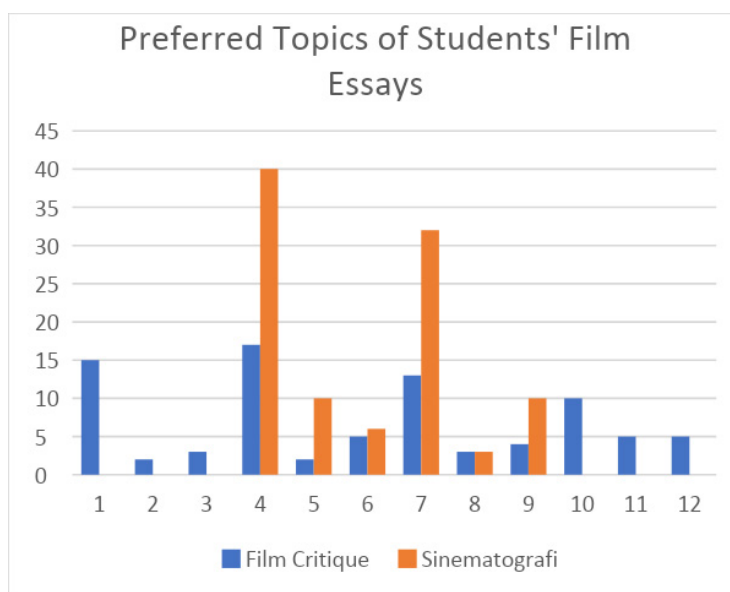
The Data

In this reflection, I refer the data from the final essays of those participating in *Film Critique* and *Sinematografi* classes from 2019-2022. In the 2019/2020 academic year, from twenty (20) students of *Film Critique*, fifteen (15) students wrote analyses on plot and character developments, three (3) on ideological, and two (2) on film aesthetics. In the 2020/2021 academic year, twenty-four (24) students took *Film Critique*. Seventeen (17) of them wrote essays on plot and character developments, five (5) on the ideological, and two (2) on the film aesthetics. As to *Sinematografi* where fifty-six (56) students joined the class, forty (40) students wrote plot and character developments, ten (10) on the film aesthetics, and six (6) on the ideological one.

In the 2021/2022 academic year, twenty (20) students attended *Film Critique*. Thirteen (13) wrote essays solely on the film narrative, four (4) on the ideological, and three (3) on the film aesthetics. As for *Sinematografi*, forty-five (45) students took the class wherein thirty-two (32) wrote their final essays on the film narrative, ten (10) on the ideological, and three (3) on the film aesthetics.

In the 2022/2023 academic year, those joining *Film Critique* were twenty (20) students. Ten (10) wrote their essays on plot and character developments. Five (5) were on the film aesthetics, and the rest was on the ideological aspects. As to *Sinematografi* class, by the time this article is being written, they have not yet written their final essay.

Thus, in a chart the data above can be shown as follows.



From the data above, it is clear that most of them produced narrative-themed essays. The least written one was that of film aesthetics while the ideological-themed essays were in the middle acquiring a number of students writing it. These data show the fact that the largest number of students tended to write their essays focused on the film narrative compared to the other aspects. The question now relates to the reasoning behind their choice to write the narrative-themed essays.

The Assumptions behind the Data and My Standpoint

As a proper investigation was never conducted but only piecemeal conversations with students here and there, I found out two arguments from which such a tendency emerges. The first argument resides in their view that it is 'natural and logical' to have English Department students write their essay on the narrative aspects of films. They major in language

and literature. Therefore, English Department students are accustomed to dealing with stories and how linguistic and literary elements best express them. So, they are more familiar with the narrative aspects compared to the film aesthetics and the ideological ones.

Following the argument above comes the second reason. They are not students of Film School where students are trained to comprehend cinema from A to Z. Similarly, it is the case with the students of Communication Science Department. They are trained to encode and decode messages via multi-platformed media. This the most pivotal business for them. Other knowledge and skills are complementary in nature from such a view. With this in mind, hence, it is also ‘natural and logical’ for the students in this department to feel estranged or unfamiliar with the film aesthetics and the ideological aspects of films.

Although the arguments sound convincing and robust enough, in my view they bear two flaws. The first flaw is concerned with the argument of ‘the naturality and logicity’ of the major studies, English and Communication Science. These studies are assumed to be the root causing the film classes’ students of both departments to have chosen writing essays on film narratives rather than the film aesthetics and ideological aspects. I perceive that such an argument does not make any sense. Why so? Although it seems reasonable at first, the argument fails to explain why then Film classes in both departments gain their compulsory statuses in their curricula.

In English Department curriculum of SCU, *Film Critique* is considered a mandatory course for students choosing a literature stream (SCU, 2023b). The very reason behind such a status is the need to enlighten students with the evolving forms of textual language to the visual one mediated by the technological advancement. Film is the evidence and product of this evolution (Andrew, 2010).

In Communication Department curriculum of SCU, *Sinematografi* also gains its compulsory status for students taking journalism and media industry as their concentration (SCU, 2023a). The reason behind the need

to include Film in this department is generated by a view that Film is a form of media industry where filmmaking as a process, and its end-product, the film itself, are believed to always express messages to be decoded. Film with its cinematic language is perceived to embody visual literacy (Daniela, 2014).

All of the explanation above suggests that Film classes in English and Communication Science departments have been carefully thought of and designed with respective purposes, which are in line with the learning outcome of the departments. Thus, it is not about the Film classes' irrelevance with English or Communication Science as the major studies for the respective students. Such a weak argument relates to students' inability to properly comprehend the relevance of Film to their majors. To the students, this happened because they felt 'unfamiliar' with new materials, aesthetic and ideological aspects of film, to study.

The second flaw precisely relates to the unfamiliarity argument above. I perceive that such an unfamiliar reasoning is actually the gap or the lack that the students need to overcome. Should students feel this unfamiliarity with the aesthetic and ideological aspects of Film, they need to be sufficiently taught with these aspects even more. These aesthetic and ideological aspects together with the narrative one are all designed to enable students see the relevance of Film in a more complete way to their major studies respectively.

Conclusion

Further research on the issue needs to be conducted properly. Yet, as a reflection, what I need to do is teaching my students properly and evaluating my teaching methods regularly so that best results will be achieved in the future for my students in both *Film Critique* and *Sinematografi*.

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Towards Whole Person Learning in the Digital Age: The Role of Technology in Education

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Introduction

This year marks the 55 years of the seminal work of Atkinson and Suppes which discussed the effect of computer-assisted instructions (CAI) on mathematics and reading. In their article, they found that students exposed to CAI showed significant achievement differences from those who did not (Atkinson & Suppes, 1968). Many decades later, many studies on the impact of technology on students' learning achievement and process have extensively been done. Scholars have written extensively about the benefits and perils of such technologies in education. In the field of education, lecturers are constantly challenged with the advancement of new technologies such as Augmented Reality, Virtual Reality, and Artificial Intelligence. Changes in digital technologies lead to paradigm shifts in the teaching and learning process. During the pandemic of COVID-19, this shift was evident. Educational institutions had to make significant changes in their mode of delivery. Health concerns over the spread of the virus forced teachers and students to work from home and conduct online classes. People who were reluctant to use technology needed to learn it and familiarize themselves with it. Dire situations demand desperate measures. During the pandemic, technology became the safety net for educators to reach students.

In this article, reflecting on my past research, I argue that technology is not merely a tool, but an essential catalyst in empowering students to

become knowledge creators and independent learners. In this digital age, students need to not only be proficient in their perspective field of inquiry, but also to master the 21st century skills to compete in the workplace such as leadership, teamwork, critical thinking, and analytical thinking. Technology undoubtedly makes up the support system that students can use to master those skills. In other words, technology, when used appropriately and effectively, enables students to develop their academic abilities, improve their well-being, and sharpen their conscience. In other words, technology is an enabler for whole person learning.

Whole-person learning

Education serves as the primary means of training citizens to assume responsible roles in their societies as well as to equip them to enter the workforce. Whole-person learning refers to the notion that “our educational practices reflect and reproduce the nature of the relationships between the citizen and the state; between the individual and society; between the employee and the organization” (Bryce, 2010: p.16). The notion of the whole person learning stems from the fact that in our fast-changing world, knowledge often becomes easily obsolete. New technologies replace the old ones in a matter of months or even days. The changes are often profound, affected by the communications, political, social, and economical landscapes. The impact of these changes seeps through our minute aspects of life. Knowledge converges and diverges, and no one holds the absolute truth of knowledge. Everyone possesses different points of view, upholds distinctive norms and values, interacts with other people, and gains new insights in the process (Bryce, 2010). In short, whole person learning viewed people as individuals who live inside a web of connections, interdependent systems, and relationships. Therefore, education should equip individuals with skills that allow them to grow their well-being, cognitive abilities, and mental state.

Technologies for whole person learning

Technology has historically been one of the drivers of paradigm shifts in teaching and learning in higher education. The advantages of technology on learners’ achievement have been constantly debated.

Previous studies revealed mixed results regarding the effect of technology on learning achievement. Instead, technology affects the process of learning, knowledge acquisition, knowledge transfer, motivation, and attitudes (Klimova et al., 2023). The interconnectedness of our worlds necessitate people, including college students to be able to read, write, and communicate with a variety of online groups, as well as think and act appropriately in these settings (Buchholz et al., 2020).

The advantages of technology

Increased interest and creativity

My previous studies on the advantages of technology-enhanced projects revealed that students were very creative when they were given opportunities to showcase their work, especially when the tasks teachers assigned were meaningful to them and useful. In such situations, students often went above and beyond to present the best version of themselves using the available technology (Murniati, 2017). Today's digital technologies abound. Options are widely available for teachers and students. They may choose which tools or applications that they prefer and work for their own objectives. Augmented reality, virtual reality, artificial intelligence, digital portfolios, and customized learning management systems have been utilized to facilitate and empower both students and teachers.

Increased self-confidence

Students who master technologies or who are advanced users of technology are more likely to be confident in overcoming unpredictable situations (Murniati & Sanjaya, 2017). Exposures to external forces such as feedback from the public, other people's recognition and acknowledgement can boost students' self-esteem and confidence. When students had projects that can be published online and open for public viewing, comments from other people can make them more confident even if the comments are less favorable (Murniati & Sanjaya, 2017). Projects that are open to the public have usually undergone reviews and peer feedback. Therefore, students feel confident to showcase their projects.

Better learners

In today's classrooms, technology allows students to use their various abilities including collaboration, interviewing, writing, designing, and public speaking. In my previous research on technology and collaboration, students reported that they could generally cooperate effectively with their peers despite their busy schedules as they completed these assignments. Students stated that through learning from their peers, they were able to improve their technology and language skills. In other words, if possible, students assist and learn from one another. In my research, students reported in their learning reflections that what they did tremendously assisted them in comprehending a topic because they occasionally had to explain things to friends. In a nutshell, they claimed to have grown as learners (Murniati & Sanjaya, 2017).

Better self-regulated learning

The availability of multifarious applications and the Internet has opened wider access to information anytime and anywhere. Students have ample opportunities to refine their skills outside of classrooms. The availability of social media further accelerates the flow of information from and to the students. Students use YouTube, TikTok, Instagram and other popular social media applications to provide authentic materials to improve their language skills.

In my previous study, I found that those who possess good digital literacy are more likely to be better in managing their self-regulated learning (Murniati, 2022). Students who are more technologically savvy are less likely to depend on other people when they encounter technical problems. Thus, they are more likely to be able to manage their own work and tasks.

The challenges of technology

Technology might be a distraction

Despite the numerous benefits of technology, it also serves as a distraction. Games, the Internet, mobile applications, and social media platforms often become distractions for students. Instead of using them to learn, students can spend hours browsing the Internet, play online games, shop online, and chat with their friends nonstop. A report on the use of the Internet showed that people spend more than 6 hours per day. Chat and messaging services such as Whatsapp, Line, Messenger, and social networks such as YouTube and Facebook are the two most common sites that people around the world visit daily (Kemp, 2023). This implies people dedicate a quarter of their time to doing some kind of online activities. When these activities are not managed properly, they can distract people from accomplishing any tasks they have.

People need time to make adjustments

New technologies can be a challenge for people with low digital literacy. In many cases, new technologies are not easily accepted. Instead, there are cases where new technologies cannot be implemented because of resistance. Lack of self-confidence, low risk-taking ability, and limited training and support are some of the main causes of teachers' resistance to technology adoption (Howard & Mazejko, 2015).

Only limited technical support is available

When dealing with new technologies, students as well as teachers need institutional support to make them familiar with the new tools or applications (Murniati, Hartono, & Nugroho, 2022; Van Horne & Murniati, 2016). In addition, students and teachers both require in-depth information regarding the usefulness, the perils, and the practical utilization of those tools and applications (Murniati, Hartono, & Cahyo Nugroho, 2022). In reality, not many universities provide adequate support; therefore, many faculty members and students tend to be resistant to the adoption of technology. Technology literacy has been cited as one of the determinants

in the adoption of e-learning (Cidral et al., 2018; Kisanga, 2016; Murniati et al., 2020; Murniati, Hartono, & Cahyo Nugroho, 2022). My previous research on the use of e-learning provides important information about the need for pedagogical and technical support for both professors and students to assure the quality of e-learning in higher education. Most students are avid users of digital technology. The abundance of digital tools for communication and learning has created a wide range of chances for classroom involvement. This study demonstrates that students who have faith in their abilities are more likely to be able to effectively utilize digital technologies.

A well-rounded student who masters hard skills and soft skills requires well-thought-out support systems and facilities. In the classroom, teachers and students interact and engage in meaningful discussions solving current issues collaboratively and independently. Outside of the classroom, students manage their time for their independent learning and engage in social activities. In these activities, technology serves as a catalyst to assist students during the learning process. The process of learning is complex in and of itself since it involves cognitive, behavioral, motoric, and affective elements. The process of learning is made more subtle and sophisticated by the use of technology. It must therefore be applied carefully. Teachers must choose the tools that are best suited to their students' needs, the goals of the course, their learning preferences, and the resources at their disposal. Using the wrong tools can result in stressful situations, a bad mood, and decreased motivation.

Conclusions

Education involves more than just delivering knowledge; it also involves equipping students with the necessary skills and tools they need to successfully navigate their journeys in a world that has become increasingly complex and uncertain. Education aims to not only increase awareness, heighten curiosity, and broaden students' perspectives, but also foster compassion and sharpen empathy. It refines ways of thinking so that students possess conscience and courage to choose the best ways for them. Technology will always exist and revolutionize human lives in

many ways that are not always predictable. Thus, technology should not be viewed as an adversary to humanity, but as a means to become a better person and create a better world.

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In Commemoration of 25th FLAversary



Adapting to A Fickle Learning Environment

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Introduction

The Educational field constantly confronts changes or transformations over time. One of the tangible changes is the alteration of the educational system due to the Covid-19 pandemic. The educational system around the world experiences a rapid and massive shift from conventional to online classroom. The government's authority to urge online learning implementation helps to break the chain of coronavirus (Hartono & Diasti, 2023). Amidst a hard time, technology is a helping hand, specifically in promoting the learning processes to take place.

The utilization of technology undoubtedly supports both educators and students to face the changes in learning activities. However, most teachers and students experience difficulty in adapting to the new learning environment. This written report aims at reviewing a study which elaborates the challenges of online learning and students' efforts to cope with the adversities in online learning activities.

No one is ready for sudden changes

The integration of technology in the classroom has been suggested for decades yet its use has not been truly optimized. Therefore, most teachers and students encounter hardships during online learning activities (Lestyanawati & Widyantoro, 2020). The first difficulty occurred in online learning is related to teachers' lack of Information and Communication Technology (ICT) mastery. As digital immigrants, many teachers are not

tech-savvy. Those teachers are not accustomed to utilizing technology or any kind of online platform in the classroom. Thus, they need time to learn and acquaint themselves with the use of online platforms while at the same time adapting lesson plan to accommodate learning demands to the current situation.

Another obstacle found in online learning activities is an inadequate infrastructure which could not support online learning implementation. Hartono and Diasti (2023) argue that the fluidity of internet connection hinders students from accessing or engaging in e-learning activities. In fact, developing countries face a shortage of internet infrastructure which results in the uneven distribution of internet network connections. Therefore, students frequently experience constraints in accessing provided learning material, joining virtual meeting, or googling for additional material.

An unsupportive learning environment contributes to students' hindrance in online learning activities (Hartono & Diasti, 2023). During online learning processes, students are often distracted by their surrounding which prevents them from focusing on the learning activities. Since learning is done remotely, the learning ambiance is different from offline meetings. Students often find less comfortable learning environment because their surrounding is not conducive. Therefore, students have to put enormous efforts to avoid noise distractions.

Regulating own's learning

During the Covid-19 pandemic, teachers endeavour to provide a real classroom environment. In that case, flipped classroom is chosen since this teaching method could support the learning processes by creating an autonomous learning environment and arousing students' curiosity. This teaching method combines both synchronous and asynchronous learning. Students are involved in real time discussion in synchronous learning. In this phase, students are expected to engage actively, particularly in discussing the material. This phase also promotes collaboration among students. On the contrary, students are driven to learn independently in the

asynchronous stage. The learning materials are usually provided through online platforms. Moreover, students could explore supplementary learning material autonomously. In flipped classroom, teachers do not merely transmit knowledge but also encourage students to become responsible for their own learning process as well as resilient to cope with challenges that might hinder their learning growth (Lai & Hwang, 2016).

The concept of independent learning has been proposed by Zimmerman in 1986. Zimmerman (1986) introduced the theory of self-regulated learning. He emphasized that students have the entire responsibility to organize their learning process such as planning specific learning goals, monitoring the learning processes, and evaluating their own's learning outcomes (Zimmerman, 1986). Moreover, students are involved in controlling their own's learning behaviour, environment, and thoughts to achieve desired goals (Morhedian, Hemmati, & Sotoudehnama, 2016).

Self-regulated learning becomes the most discussed topic in the present time, especially due to the regulation of online learning. The underlining reason is that self-regulated learning contributes to the aspects of successful learning in distance education (Kulusakli, 2022). Indeed, students have to be independent and responsible in organizing learning processes to accomplish the demands of online learning. Self-regulated learners will be able to identify challenges in their learning and manage to find solutions to the problems. This is in line with the results of a study done by Hartono and Diasti (2023). They discovered that students employ coping strategies in order to cope with the challenges in online learning activities. Kulusakli (2022) also revealed that students who constantly regulate their learning will devote effort at any time they encounter difficulties. Several self-regulation strategies in online learning employed by students in Hartono and Diasti's (2023) study are elaborated as follows.

The first self-regulated learning strategy is self-consequating. In this strategy, students will either give rewards after achieving their learning goals or punishment if they fail to achieve their desired goals. Students often get plenty of tasks within a limited time in online learning circumstances.

Therefore, time management is greatly important. Giving rewards could also keep students focused on the learning processes as well as boost students' motivation in task completion (Hartono & Diasti, 2023).

The second self-regulated learning strategy is environmental structuring. Students attempt to construct their surroundings as a comfortable place to study in this strategy. As mentioned earlier, students often face distractions in online learning activities. Self-regulated learners will be aware of interference during the learning process. Moreover, self-regulated learners are capable to find suitable coping strategies to avoid distraction or even shift the circumstances to become a supportive learning environment.

The third self-regulated learning strategy is emotion regulation. Upon assignment completion in online learning, students' emotions often fluctuate. Students feel overwhelmed many times due to plenty of tasks that should be completed in a limited time. The limitation of face-to-face interaction also puts another emotional burden on students. Emotion regulation is defined as students' control of fluctuating negative emotions (Wolters, 2003). Several ways of regulating emotions could be done by students, namely, through shifting attention, detaching from bustling activities, and avoiding particular situations (Wolters, 2003). It is shown that students who regulate their emotions constantly dedicate endeavour in task completion (Wolters, 2003).

Conclusion

The integration of technology becomes a necessity even in post-pandemic. In recent times, students prefer to have learning activities that integrate technology. Millennials are digital natives as they grow up within immense of technological development. These students are digitally literate and skilled at making the best use of technology. In brief, students could not be detached from technology. Therefore, teachers should have a strong desire to enrich themselves with technological development in order to provide learning activities that are apt for students' context. Gamified learning activities could be one of the solutions to students'

learning demands. Moreover, the integration of technology drives students to become autonomous learners. Students do not rely on their teachers to gain knowledge. Students are encouraged to explore through online platforms actively. In other words, students should have curiosity and engage in the learning activities. Being autonomous learners require students to have perseverance and eagerness to thrive. However, self-regulated learning could be nurtured. Therefore, students should be exposed to varied learning activities that encourage them to learn and explore independently. Likewise, students should be aware of their role as autonomous learners and become more active in the learning activities.

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Reflecting on My Academic Journey in TAS (Transnational American Studies)

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The Joy of Learning and Teaching

For me, learning is an endless activity that continually sparks interest and innovations. This is because learning something will make me have to relearn it to understand it better. At the same time, it will also initiate me to learn something else. One of the ways to share the valuable experiences I obtained from learning things is by teaching them to others.

Although some people may despise learning and think that teaching is a burden, for me, both learning and teaching are the keys to having a joyful life. There are times when an illness would tempt me to just stay and enjoy my comfy bed with my warm blanket and cushy pillow. Yet, with my enthusiasm of wanting to pass down what I have learned to my students, I'd put on my shoes and walk eagerly into my classes instead. I am fortunate that after five to ten minutes of being with my students, I'd be energized and forget whatever ailments were bothering me. This is especially so, whenever I am with students who believe they can get inspirational teachings from me. After all, isn't the goal of teaching making students satisfied and happy with what they have learned from class?

Having been working for twenty-five years is satisfying when past students would suddenly drop by or call over to say thank you for not

only the many materials, they have received from me, but also for the revelations I gave to encourage students' better lives. This is why I believe, teaching is only successful when the materials taught are applicable to improve other people's social lives.

Deciding a Career Path in American Studies

My decision of becoming a university lecturer has been the culmination of a lot of different things. As far as I can remember, it started with my parents encouraging me to play for a Kindergarten drama. I love the idea that I am allowed to play different roles, which among others was to become a teacher. This opportunity gave me the start of being a leader amongst my peers. It was continued in Elementary School. Due to my experience of living in the USA for three years to accompany my father, who was pursuing his Master's Degree, I often helped my Indonesian fifth and sixth-grade school friends to do their English language homework. In junior high school, my father entrusted me to give a private English course to his university students, who needed help in understanding academic readings and writing English compositions.

Going to Australia for my senior high school years to be with my father, who by this time pursued a Doctorate Degree made me continue my hobby of playing drama, which made me expressive in showing my care for the well-being of others, in addition to being continually innovative to make the audience satisfied with the role play entrusted in me. As far as developing my skills in teaching, I am fortunate that in my Senior High School years, I get to do some Girl Scout community service activities by teaching Australian elementary school students some Indonesian language.

Unlike others, the career path as a lecturer went through the stages of not only being a private teacher and radio announcer when I was still single, but also working as a Manager of a Self-Access Centre for a Canadian University Pre-departure Program, Head of a Human Resource Department for a knowledgeable private hospital, and a Business Manager for a health project of a prestigious State University, when finishing my

undergraduate study, coupled with being a mother of two boys. Although given high positions in whichever workplace was available for me, I kept on yearning to teach the English language and culture. The experiences I had overseas make me confident that I can teach English with quality. For that reason, my husband and children supported me to take on a Master's Degree in Gadjah Mada University's American Studies program. I registered for the program with the belief that I can excel in being a resourceful student through what I already know about American society, culture, and values. Because of this, I was entrusted to organize conferences at the university. The experience brought me to acquaint with people from the American Embassy, which in later life helped me develop into a scholar receiving a Fulbright award for being the only Indonesian going for a six-week intensive program at Newschool University in New York in 2000, in addition to receiving a Fulbright Dissertation Grant to do my doctorate research in Bowling Green State University, Ohio for six months in 2008.

After graduating with my Master's in 1996, I have had my heart set on being a university lecturer and building up a course on American Studies. It is a course to which I can apply all of my learning years on American Literature, Society, and Culture, so the knowledge I received and later developed is valuable for my current students at the English Department of Soegijapranata Catholic University.

I regard myself as an American Studies scholar due to my graduating thesis being on Popular Literature. It was entitled "Edgar Allan Poe: The Founding Father of American Detective Mystery" (Dukut, 1999). In this thesis, I studied an American Romanticism writer, Edgar Allan Poe, who was acclaimed by critics as the founding father of the American detective story. In analyzing his and the modern detective stories of Rex Stout, Dashiell Hammett, Raymond Chandler, Erle Stanley Gardner, Sarah Paretsky, and Mike Jahn, makes detective mystery stories works of popular literature that reveal forms of American cultural values, such as the perseverance of being truthful and persistent to finding the American dream.

In writing the graduate thesis, I used the descriptive method of library research. Employing an American Studies interdisciplinary approach, which allows the involvement of more than one discipline to analyze a work of art, I investigated the historical, sociological, psychological, and cultural points of view. Through a historical and sociological point of view, I revealed the socio-political conditions that influenced Poe to become the founding father of American detective mystery stories. At the same time, the interdisciplinary point of view also revealed which of the modern writers continue to follow his formula, and how the corrupted American society, has created a moral decadence of police officers who were supposed to be the upholder of the law. As a consequence, the more trustworthy detective became an inspiration to Poe's detective mystery stories.

Meanwhile, the analysis using the psychological point of view has led to an understanding of why nineteenth and twentieth-century Americans regard Poe's stories as a sensational form of literature that satisfies people's two primary human needs. Whereas, the cultural point of view allowed me to make a content analysis of the stories based on what American values are uniquely standing out, i.e. the Americans are self-reliant individualists, who aspire for equal opportunity, honor, integrity, and hard-working qualities to sufficiently achieve their ideal of becoming successfully made men.

Wanting to transfer my knowledge of the distinctive American cultural values and how valuable Poe is to the development of mystery detective stories, which included the private eye usually played in several TV series, I applied my expertise in a course that used to be called Introduction to Literature, Contemporary Literature course, and what is currently taught in the Poems Interpretation, and Poetry Writing course.

A decade after finishing my Master's Degree, I crossed over to writing a dissertation on Popular Culture, entitled "American Hegemony in Popular Culture: A Transnational American Studies on Women Magazine Advertisements" (Dukut, 2015). The choice of the area in culture is based on my interest in not only researching American Popular Literature

but also the culture. Aimed at understanding the nature of American advertisement, as represented in selected women's magazines, and what cultural phenomenon is found within the magazine advertisements that can cross borders in space and time, my dissertation research wanted to know how magazine advertisements affect the global value of popular culture. Questions such as what kinds of cultural values were allocated to women as a minority group in America, and why were women pressured to maintain the traditional roles as mothers and housewives, but at the same time, how women were made to feel superior through the understanding that the consumer society's capital revenue depends on their decision making, have been asked to answer the objectives of my dissertation.

Working on a grounded theory for my inductive project, my research constituted a library study, which was qualitative in nature and was carried out within the umbrella of interdisciplinary American Studies. The interdisciplinary was reflected in the application of (1) Transnational American Studies theorized by Shelley Fisher, (2) Representation Theory by Stuart Hall, which underpin discussions of gender ideology to understand (a) the reasons for negotiating hybridity and (b) hegemony of the United States popular culture, and (c) the global consumer culture that is represented through women magazine advertisements.

I analyzed 3621 women's magazine advertisements from USA's *Cosmopolitan*, *Ladies' Home Journal*, and the *O: The Oprah Magazine* to realize the research. The advertisements were then compared to the Indonesian *Cosmopolitan*, *Kartini*, and *Femina* for a globalization context. The year 2007-2008 was chosen as the US and many other neighboring countries were undergoing an economic recession during this period. It was assumed that during that period the number of advertisements in magazines would have decreased, thus yielding unique results. To see the transnational time frame, the USA 1960s *Ladies' Home Journal* and some *Cosmopolitan* advertisements beyond 2007-2008 were also taken as data representations for the 2000s.

By analyzing a selection of women's magazine advertisements, my dissertation has discovered three major results: (1) the nature of American advertisement media in women's magazines is media for not

only selling products and services for capitalism to continually prosper but it also shapes the cultural values of how the major American society has identified women, in addition to evoking a sense of pseudo-freedom-identity for women themselves; (2) in showing how American women magazine advertisements have crossed the border through different nations and periods, there have been interplays of hybrid mixing and negotiations that the value of America, as the one holding power over many nations, is still successful at making other countries follow after their footsteps; (3) magazine advertisements are found to affect the global value of popular culture because the world becomes blurry and borderless due to the unison of a macro-consumer culture. This is because what used to be a particular value in a certain community can become a global culture experienced by people from many different parts of the world. In other words, what was a minority culture has become a majority in the current society. Yet, being a nation of paradox, the US women's magazine advertisements clarified that the only way to go up the ladder is to have the majority blend in with the minority because it is only through this path that the locals will accept the global transnationality of American popular culture.

In the dissertation, the study on the borderless, shapeless, or contextless world that is represented by the images found in women's magazine advertisements has given the idea that people can have happiness when consuming popular culture products. In addition, some contemporary optimism is also found to be the consequence of the culture of American hegemony. Interestingly, the dissertation also found how through hegemony, the world we live in is in homogeneity because cultural hybridity is exercised in many cultures to achieve worldwide popular culture acceptance.

Plotting a Research Road Map

Looking over my personal experiences and academic writings above, it should be clear now why I embraced Popular Literature and Popular Culture within the academic umbrella of Cultural Studies. This is why I have been accommodating the following roadmap for my research:

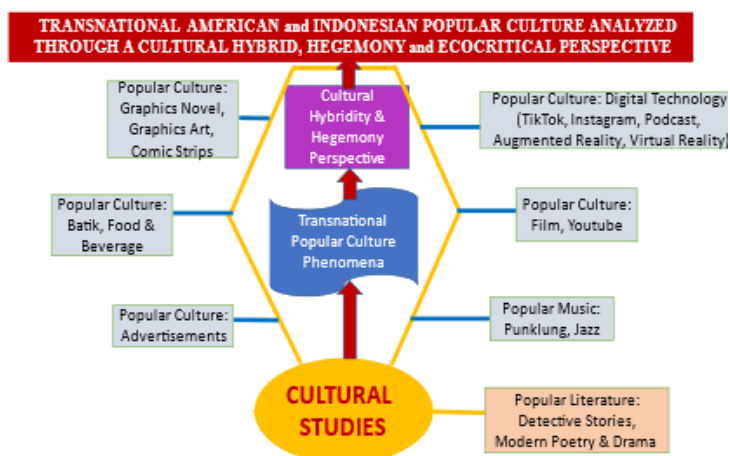


Figure 1: Research Roadmap

As an American Studies scholar that employs transnational culture, it necessitates an understanding of the American culture more deeply by seeing how its cross-bordering characteristics are influencing other cultures. With that in mind, after receiving my Doctorate Degree, the list of research that I have done singularly, or with other lecturers from multi disciplines took on the theme of Transnational American and Indonesian Popular Culture Analyzed through a Cultural Hybrid, Hegemony, and Ecocritical Perspective. With this theme, I can make a comparative study of cultural products that are globally and/or locally popular in the U.S., Indonesia, South Korea, and many more. The following lists the research I have done either singularly or as a team with lecturers from multi disciplines:

Table 1: List of Research Titles

| |
|---|
| Kajian Gudeg Jawa Modern dari Ilmu Visual, Budaya, dan Pangan |
| Kajian Produk Budaya Populer dengan Pendekatan Hegemoni dan Transnasional Studi Amerika |
| Manajemen Proyek Seni Pertunjukan Teater Boneka Margarita Blush yang Berjudul Unfolding |
| Ekokritik dan Hibrida Budaya dalam Karya Sastra dan Seni Populer |
| Perempuan dalam Novel Sejarah Trilogi Rara Mendut, Genduk Duku, dan Lusi Lindri Karya Mangunwijaya dan Film Sejarah Rara Mendut Karya Ami Prijono |

| |
|--|
| Ritual, Kepercayaan, dan Pertunjukan Seni-Budaya Masyarakat Berbasis Ekologi di Jawa Tengah: Sebuah Eksplorasi dan Kajian tentang Water Lore |
| Pemetaan Pengelolaan Keuangan, Komunikasi dan Budaya dalam Pemasaran Produk di Kampung Batik Semarang |
| Hibrida Budaya dan Budaya Populer Musik Punklung Indonesia |
| Penjaminan Mutu Makanan di Rest Area Tol Km 429 dan 456 Jawa Tengah yang Ditinjau dari Perpektif Pangan, Budaya dan Sosiatri |
| Transnasionalisasi Budaya Populer Amerika di Indonesia yang dikaji dengan Perspektif Hibrida Budaya |
| Penggambaran Sopan Santun Gen-Z Jawa via Cerita Bahasa Inggris yang di Augmented Reality-kan |
| Hibrida Budaya dan Ruang Seni Pertunjukannya di Youtube |
| Revitalisasi Budaya Sopan Santun Jawa pada Kalangan Generasi Z melalui e-book yang Berbasiskan Budaya Hibrida |
| Hibrida Budaya dan Ruang Seni Pertunjukannya di Youtube |
| Model Pembelajaran Bahasa Inggris Interaktif dengan Cergam Animasi Berbasis Budaya |
| Pemanfaatan Teori Semiotik untuk Memaknai Desain Quilt dari Amerika Serikat pada Abad ke-21 |
| Alternatif Pembelajaran Tenses dengan Cergam Animasi Bahasa Inggris Interaktif |
| Pemanfaatan Teori Semiotik Untuk Memaknai Desain Quilt Dari Amerika Serikat Pada Abad Ke-21 |
| Reformulating Identity: A Transnational Study on Ideology of American Minorities of the 1960s |
| Cultural Values of American Cosmopolitan, Ladies Home Journal, and O: the Oprah's Women Magazine Advertisements |
| Transnationality of Women's Images Representations in Magazine Advertisements |

The results of the research have been academically published in the following journals:

Table 2: List of Journal Articles

| |
|--|
| <p>Exploring Batik Semarangan as a Medium to Develop Intercultural Communication Awareness and Global Competence http://journal2.um.ac.id/index.php/jbs/article/view/28808 http://dx.doi.org/10.17977/um015v51i12023p73</p> |
| <p><i>Pengaruh Negosiasi Budaya pada Pertunjukan Musik Gamelan Soepra terhadap Generasi Centennial</i> https://musikolastika.ppj.unp.ac.id/index.php/musikolastika/article/view/93 https://doi.org/10.24036/musikolastika.v4i2.93</p> |
| <p>Oppressions in Popular Culture’s SpongeBob SquarePants Episode of “Drive Thru” http://journal.unika.ac.id/index.php/celt/article/view/2074 https://doi.org/10.24167/celt.v21i1.2074</p> |
| <p>History and Transformation of Calung to Punklung https://doi.org/10.33558/makna.v8i1.2468</p> |
| <p>American Dark Romanticism Characteristics in Lenore http://journal.unika.ac.id/index.php/celt/article/view/2376 https://doi.org/10.24167/celt.v20i2.2376</p> |
| <p>Transnationalizing Local and Global Culture in an English Language Classroom through a Smartphone Game App http://www.jafae.org/en/asian_english_studies.html</p> |
| <p>The Local-Global Innovation of an Indonesian TOEFL-Like Game: A Cultural Hybridity Model https://journal.unika.ac.id/index.php/ERJEE/article/view/1605</p> |
| <p>Popularizing Local Indonesian Scenes through Picturebooks and Digital Animation Software: A World English Teaching Idea https://www.tandfonline.com/doi/abs/10.1080/13488678.2018.1459071?journalCode=reng20</p> |
| <p>Information System for Game TOEFL like App https://ieeexplore.ieee.org/document/862168510.1109/ICICOS.2018.8621685</p> |

Beyond Essay Structure: Competence and Literacy

<http://journal.unika.ac.id/index.php/celt/article/view/1230>

<https://doi.org/10.24167/celt.v18i2.1230>

Children's Story Books: Introducing Cultural Hybridity, Shaping Intercultural Sensitivity for Foreign Language Young Learners (An Observation to Gramedia Books in 2017)

<https://www.atlantis-press.com/proceedings/icss-18/25903932>

<https://doi.org/10.2991/icss-18.2018.185>

“The Use of the T-Ex Approach in Indonesian EFL Essay Writing: Feedbacks and Knowledge Exploration

<https://www.sciencepubco.com/index.php/ijet/article/view/17602/7733>

[doi:http://dx.doi.org/10.14419/ijet.v7i3.25.176](http://dx.doi.org/10.14419/ijet.v7i3.25.176)

Semiotics for Interpreting 21st Century Quilt for the U.S. and Indonesia

<http://kata.petra.ac.id/index.php/ing/article/view/19212>

<https://doi.org/10.9744/kata.20.1.18-26>

Designing Tommy & Pokina Educative Language Game Software: A Transnational Popular Culture Project

<http://journal.unika.ac.id/index.php/sisforma/article/view/1755/pdf>

A Popular Culture Research on American Hegemony in Transnational Women Magazine Advertisements

<https://jurnal.ugm.ac.id/rubikon/issue/view/3334>

The Transnational Success of Cosmopolitan Magazine

<https://jurnal.ugm.ac.id/rubikon/issue/view/3333>

Using Popular Culture's Media of Indonesian-English Picturebooks as a Way of Reaching More Vegetable-Consuming Children

<http://journal.unika.ac.id/index.php/celt/article/view/55/47>

<https://doi.org/10.24167/celt/article/view/55/47>

The academic work above has become an inspiration and guiding media for my students to write their undergraduate thesis that deals on topics of Hegemony, Transnationality, and Cultural Hybridity in American

Studies and Popular Culture. Topics on Popular Culture are many as it can include the popular magazine, poster, Instagram, Tik Tok, Podcast, YouTube social media and the advertisement they have, and analysis of type of sports, popular food, beverages, novel, film, comic or cartoon works, dance, music, lyrics of songs, and the singular or group performers players, and singers themselves. The following are worth mentioning:

Table 3: List of Undergraduate Thesis

| |
|--|
| An Ecocriticism Study of Iklan Nu Green Tea 2016 “Honey Shake” 30s (Timothy Abellito, 19.J1.0015, 2023) |
| Peacock Motif Batik in Cultural and Religious Contexts: An Ecocritical Reading (Firda Lefina Putri R., 19.J1.0034, 2023) |
| Individualism in Captain America (Syifa’a Griziliahardini, 16.J1.0044, 2021) |
| The Implementation of Ruwatan Sukerta Ritual in D. I. Yogyakarta (Katarina Cahyorini DR, 16.J1.0007, 2021) |
| Women’s Beauty Image in Indonesian Local TV Cosmetics Advertisement (Shenia Ratna Ananthya, 16.J1.0036, 2021) |
| Cultural Hybridity and Narcissism in Tik Tok (Catharina Maria Nora P., 17.J1.0003, 2021) |
| Young Female’s Perception of Using Eyelash Extension: A Study on Popular Culture’s Phenomenon (Maria Olivia Susilowati, 17.J2.0002, 2021) |
| Applying Roland Barthes’ Semiotics in Analyzing the Popular Culture of Indonesian and USA Vaseline Hand Body Lotion (Fei Bheola Putri Haryani, 17.J1.0014, 2021) |
| Tournament Player’s Preferences on Video Games as popular Culture (Timothy Androsio Estevanus, 18.J1.0006, 2021) |
| The Hedonic Shopping Motives of SCU Students (Widya Iacinta, 14. J1.0048, 2020) |
| The Visual and Textual Analysis of Cosmetic Advertisements in Indonesia Cosmopolitan November 2015 and 2016 (Veronika Daflorensia P., 11.80.0056, 2018) |

| |
|---|
| Anthropomorphism and Animal Symbolism in the Korean Variety Show “Running Man: The Animated Version (Novia Trivena S., 16.J1.0012, 2021) |
| Korean Wave and the Understanding of Chinese Identity among Peranakan Chinese Undergraduate Students at Soegijapranata Catholic University (Shirley June, 08.80.0016, 2012) |
| Hedonism in “Crazy Rich Asians” Film (Louis, 16.J1.0006, 2020) |
| The Representation of Nineteenth Century Javanese Women in Bramantyo’s Kartini Film, 17.J1.0013, 2022) |
| Marxist Analysis of Oppressions in SpongeBob Squarepants Episode “Drive Thru” (Kenny Christian Suwandi, 17.J1.0001, 2020) |
| Ralph Waldo Emerson’s Self-Reliance in Katniss Everdeen’s Individualism (Depi Mahlina, 14.J1.0064, 2019) |
| The Influences of Dutch Culture on the Indonesian Coastal Batik Pattern (Lea Arifianti H., 13.80.0048, 2016) |

Reading the list of titles above, upcoming undergraduate students are thus relying on my advising expertise for academic work that also deals with the American Starbucks and also Indonesian football or soccer, and other kinds of culture in general. Materials originating from the American and Indonesian cultures dominate my research, although I am open to advising on the Centennial generation’s preferences on Japanese, Korean, Taiwanese, and Chinese culture, too.

I am relieved and overjoyed that my profound dissertation on Transnational American Studies has opened the door to other Gadjah Mada University academic works and that the university has embraced me as an external examiner for students doing either a Master’s or a Doctorate Degree for the following research titles:

Table 4: List of Graduate Thesis and Dissertation

| |
|--|
| Framing American Women through Julie Houts’ Illustrations |
| The Representation of Sexism in American Men’s Apparel Ads |

| |
|---|
| The Unconventional Beauty: Study on Indonesian and American Male Beauty Influencers |
| Maintaining Ideology through Racial Distinction during the 1930s American in Ralph Ellison's <i>Invisible Man</i> |
| Calvinist American Protestantism in <i>Solusi</i> and <i>Obat Malam</i> TV Program: A Structural Hermeneutic Analysis |
| The Identity of the Diaspora: A Comparative Study on Chinese-American and Chinese-Indonesian Novels |
| <i>Isu-isu Lingkungan dalam Karya Sastra Diaspora: Kajian Ekokritik Poskolonial terhadap Sastra Amerika-Hawaii</i> |
| Sastra Diaspora Amerika: Studi Poskolonial terhadap Karya Sastra Penulis Perempuan |
| <i>Nilai-nilai pada Karya Sastra Anak Amerika di Era Pascamodern: Sebuah Studi dalam Perspektif Bourdieusian</i> |

In addition to academic research, I have enjoyed several jobs as a reviewer for not only nationally accredited journals but also for some Scopus-indexed international journals. The workload is just proof of how endless learning and teaching can make my life worthy for others, but most importantly also for my professional development.

Final Remark

My belated husband once asked me, “Why are you so persistent in continuing work as a university lecturer when the salary is not incredibly great?” I told him that it was not the salary that I am aspiring for. I am seeking confirmation from others that my academic journey is provocative, unique, and beneficial. Well, my husband could only nod on this in trying to understand and support my ways. Although by doing so, sadly, I am not like other mothers and wives, who could be with my family each day. Although my heart and soul are with them each day, I would only physically see my out-of-town growing-up Elementary boys once a week, and my belated husband once a month to achieve what I have now.

Years have passed in the same way, until my sons have now given me grandchildren, and my beloved husband has chosen to become my guardian angel for whatever pathway I chose to realize the talents that God has provided me with. I am grateful that on his dying day, my husband said, “Honey, from now on I will forever be by your side for any kind of pathway you choose to have”. Although I could have raised my time more as a devoted wife and mother, when given the chance, I decided to appreciate the life experiences already given to me instead to welcome the fruitful academic career that lies in front of me... ‘Life may not be as beautiful as the rose, but it can surely be a rainbow for everyone’.

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Author's biodata:



Dr. Dra. Ekawati Marhaenny Dukut, M.Hum. has been a full-time lecturer at Soegijapranata Catholic University of Semarang, Indonesia ever since 1998. In addition to her teaching duties, ever since 2001 she has been Chief Editor to her campus academic journal, *Celt: A Journal of Culture, English Language Teaching & Literature*, which is found in the link <http://journal.unika.ac.id/index.php/celt>. In making teaching a fun activity, she created a Graphic Novels course so that her students can exercise how to combine drama, writing, and some graphic skills for fun. Her hobby of directing her students to produce on stage drama musicals

in her Faculty of Language & Arts drama group called Camouflage which was founded in 2013. It has made her students enthusiastically follow her directions. One of her drama work results can be seen in the YouTube video:

<https://youtu.be/ig2sbs7PbIo>, #1 <https://youtu.be/U6Yw71tV5fs>, and #2 <https://youtu.be/NjrmedZCmiY>

Having some talent in creative writing, she has equally tested her feel of the arts, by opening up a course entitled Poems Interpretation. Not only are her students trained to use their imagination for writing valuable poems, but it is also in this course that students are trained to hear and feel their state of mind until they can come up with the beauty of writing with emotions. Her specialty is in Cultural Studies. The results of her work are elaborated on in this report.

In Commemoration of 25th FLAversary



Teaching Writing Skills in FLA: The Challenges and The Reflections

Emilia Ninik Aydawati

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English Language and Arts Department, Unika Soegijapranata has three writing classes: Paragraph & Expository Writing, Comprehensive Writing, and Academic Writing. In Paragraph & Expository Writing class, students are introduced to good paragraphs, grammar for writing and building vocabulary, and in Comprehensive Writing, students learn to write different kinds of essays. In Academic Writing, students write essays and learn to make citations.

As the objective of each class is different, it creates different nuances. In expository writing class, the focus is still the grammar. It trains the students to know the parts of speech, the basic knowledge needed in writing and sentence construction. The students learn to construct and also to recognize the errors in simple, compound and complex sentences and also the tenses they need to use when writing a short paragraph. Then, in the Paragraph Writing class, students are introduced to different kinds of paragraphs. They have to be able to construct a topic sentence to start a paragraph which must be developed using supporting sentences. They also learn to recognize irrelevant sentences. Finally, in the Academic Writing class, they start choosing the topic they want to develop into an article using some citations. They are forced to start reading a journal article and write a review of an article. Then, they continue developing their ideas in the forms of essays, such as definitions, comparison, argumentation, cause-effect and other forms of essays.

Although the materials have been chosen in order of complexity, I have faced many challenges. As a coordinator for writing classes, I have tried to deal with things needed to prepare the students to be able to write their *skripsi* in their final semester.

Challenges and Ways to Improve

Teaching writing is challenging and needs improvement from time to time as teaching means learning. Therefore, I continue improving my writing skills to give my best to the students.

The first challenge is the students' limited knowledge of grammar and lack of adequate vocabulary. Although the students have passed their Structure 1 class, the average students still struggle to recognize parts of speech, such as adjectives, adverbs, singular, plural and uncountable nouns. They also still make mistakes in choosing the right verb forms, which sometimes frustrates me. I cannot accept when students write, "*I am found that my mother is an attractive girl.*" "*My mother body is not well.*" These sentences show that they cannot apply their grammar knowledge or may not acquire it. Also, they do not know diction as they cannot choose the appropriate words.

The first thing I have done is by drilling. For example, I keep asking the students to analyze sentences that contain errors. When the focus is on the verb forms, for example, I will write the kinds of correct forms: verb 1 (=s/es), verb 2, have/ has/had verb 3, to be verb 1+ing (continuous tenses), to be + verb 3 (passive sentences), and modal (will, can, etc. + verb 1). I use verb 1 to refer to base form, verb 2 to past form, and verb 3 to past participle form. By memorizing the correct verb forms, students can apply this when writing sentences or analyzing sentence errors.

The next one is asking the cleverer students to help their friends. I ask them to ask their friends about their difficulties. This then has led me to use peer review. First, I found that these activities do not help the students improve their writing skills. Teachers' feedback is still essential as the peer reviewers do not know how to assess their friends' essays, while

the peers who are reviewed also find that sometimes their peers comment on their already correct sentences, making them have trust issues.

I started to learn how to make the peer review activities benefit the students. Some studies have shown that peer review is beneficial as it can improve the student's writing skills, both the one who gives the review and the other who is reviewed. A study by Baker (2016) focuses on the process of peer review activities. According to her, peer review is an established strategy for improving the quality of students' writing. Her study moves beyond the focus on outcomes to assess the peer-review process, and it is done over 3 years to assess the process of peer-review activities.

To apply peer review activities, training must be done. A study on the training of student reviewers is proven worth its while (Rahimi, 2013). However, although I have used peer review as one of the strategies to improve the student's writing skills, training the students to do it is not done adequately. As a result, peer review is not so beneficial, although, based on some studies, peer review activities can improve the students' writing ability. A study I have conducted on students' perceptions shows that students have positive attitudes toward peer review activities. However, they do not feel that they can mark the writing adequately, and they still believe that teacher-centered activities are better than the student, and they do not feel that peer review activities are a good use of their time as it is conducted during the lesson time (Aydawati, 2016). This has challenged me to prepare the peer review exercises to train them to conduct peer review.

A study conducted by Kuyyogsuy (2019) illustrates that students have a positive attitude toward peer review that attains high levels in four domains in terms of the writing process, affective strategies, critical thinking skills, and social interactional skills. Therefore, it keeps my spirit to prepare the material of peer review trainings.

The harder challenge I face is the students who do not have any ideas to write. It seems that these kinds of students seldom read any articles. I have told them that they can get the ideas to write by reading articles.

However, some students come with ideas that they grab from nowhere. For example, one student said that she would write about “Effectiveness of Brain Gym in Improving working memory improvement”. When she reviewed an article about it, I asked her what she would write and how she could write about it.

To deal with this challenge, I have to be patient. One of the students in my academic writing class always reminds me to be patient. Every time, he sees that I am about to get angry, he will smile and say “*sabar*”. Therefore, I keep trying to be patient and to listen to the students’ opinion. I guess that my bad attitude have made some students give bad comment on the way I teach writing classes. Of course, no one is perfect, but their comment has made me reflect the way I teach writing. It really needs a lot of patience.

When students lack of spirit to write, whatever the reason is (one of them is my “impatience”), the objective of the study to prepare them to be able to write for their next step to graduate may not be able to gain. I need to keep them to have spirit to write by checking their progress. I ask them to write their essays in google doc and share it with the class. I use this way this semester, as writing is a cooperative process. When sharing their essays, they can practice peer review, and they have to work together. According to (Johnson & Johnson, 2014), cooperative learning is the instructional use of small groups so students work together to maximize their own and each other’s learning. Further, they explain that through experiencing cooperative learning students can have understanding of the nature of cooperation of mutuality. By learning together, learners may get immediate benefits in their learning community. Research has shown that cooperative learning increases students’ achievement, improves how they feel about school and the teacher, foster a positive relationship with self and peers, and develops self-esteem (Johnson & Johnson, 2014).

Finally, some students are quite tricky by copying and pasting others’ ideas. They may browse from the internet and then, they may use an application to paraphrase the sentences so that it cannot be traced as plagiarism. It needs experiences to know that the students do not write

their own ideas. Usually, I will ask them the meaning of some words or to explain the sentences that they write. By doing so, I can decide whether they write their own ideas or just copying from others.

To end my reflection in being a writing teacher, I would like to say that when the students realize they need to enhance their English language skills and acquire the writing skills, and finally they can write their *skripsi*, the time and energy spent teaching them writing skills becomes worthwhile.

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Authors' biodata



Emilia Ninik is a lecturer at the English Department, faculty of language and Arts, Soegijapranata Catholic University. She reached her undergraduate degree from Satya Wacana Christian University and her master's in Atmajaya Jakarta. Her research interest is in Applied Linguistics, especially in teaching writing.

From Written Literature to Oral-based Expressive Culture: From Prose to Traditional Ecological Knowledge (TEK) Researches

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Introduction

I am not ecstatic to claim myself as, in its strictest academic sense, a researcher. Though I have the drive to question things- people say that curiosity is the mother of knowledge quest, thus a research endeavor-I often see myself as someone having to carry out (academic) research just because my profession as a university lecturer requires me too so. In other words, if the university policy allows me to avoid being a researcher, I will be more than happy to stay away from it. The actual call in me is to be an educator and musical entertainer. Thus, for this reason, have I carried out my previous research half-heartedly? Of course not. My previous research has complied with the academic requirement and integrity. In this introductory paragraph, I really want to say that research is not my cup of tea. And that is why my research journey is not fertile land, unaccompanied by pleasant songs.

This paper outlines my research journey from undergraduate years to the present. Though my senior high school years were also filled with research activities- I was an A2 (biology-streamed) high school student in Sumba. Thus, our class often involved biological and chemistry

experiments and research; my “serious” research activities started during my undergraduate years at the university. This paper briefly presents my previous research, research publications, and the shift of my research topics in expressive culture.

Research on Literature: Undergraduate Years

Entering the Faculty Letters of Sanata Dharma University Yogyakarta in 1993 allowed me to learn about the literary world. In addition to taking English language skill courses, most courses dealt with literature, such as poetry, prose, and drama classes. These three main genres of literature were taught gradually from lower to higher semesters. Students should take Poetry 1, Poetry II, and so on. As far as I remember, there were some topics of research I dealt with during my undergraduate years, such as metaphysical poetry, theater of the absurd, and some prose works like the novels written by American writers, for instance, *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn* by Mark Twain, *Of Mice and Men* by John Steinbeck, but my attention was heavily drawn by black writers’ works such as *Beloved* by Toni Morrison, and *The Color Purple* by Alice Walker. The works of the American black writers were, for me, very appealing since their work represented the grim reality of being black and being a woman. As mimetic criticism suggests, a literary work is produced in a particular context. It is related to and an imitation of reality. While a literary work differs from historical accounts, it may offer readers sociological and historical information about its milieu. For my undergraduate thesis, I picked up *The Color Purple* as the object of my research.

Titling my undergraduate thesis *Double Discriminations: Racism and Sexism against Black Women as seen in Alice Walker’s The Color Purple* (Wohangara, 1998), I argued that the main female characters in the novel: Celine and her sister, Nettie, experienced double discriminations due to the ethnicity and sexuality. The discrimination happened because their lives were gripped by values operated by a racial and patriarchal society. In order to cope with the conflicts and injustice they faced, the racially and sexually discriminated characters, as the voices of the novelist, highlighted

the utmost importance of education as a way to gain freedom for women, the development of black women's solidarity as a supporting system for women to fight for freedom, and the nurture of love as a life virtue in life. Researching *The Color Purple* was my first serious attempt to be involved in an academic endeavor.

After completing my undergraduate study, I worked as a university lecturer in 1999. In addition to teaching activities and doing community service, carrying out research is a requirement for a university lecturer. Due to poor archives, I could only remember one research during my early years as a lecturer. The research dealt with poems written by an underground poet, Wiji Thukul. Titled *Thukul's Poems Of Resistance in Aku Ingin Jadi Peluru* (Wohangara, 2003), I assert how through his blatant pieces of poems, Wiji Thukul cried about the injustice committed by the government. Those who attempted to voice critically about the injustice done by the state frequently faced the government's "iron hands". In Indonesia's history, it is not uncommon that criticism against the government is often deemed as threatening national stability. Therefore, critics need to be culturized through various kinds of terror. Conscience writers (Mangunwijaya's term) are the easy targets of state violence because they portray the powerless, "wong cilik" (the common folk/little people), as the victims of progress and development; for an authoritative regime, such criticism does not sound good because it makes it look bad in front of the public. In the New Order regime, Wiji Thukul is one of the Indonesian poets advocating for "wong cilik". His poems are screams of the people from huts, factories, and graves. Thukul himself disappeared—no grave to be found so far, and some people believed he was already killed for being too articulated about injustice against the little people.

Research on Literature: Graduate Years

I spent two years (2002-2005) for a Master's at the Kajian Bahasa Inggris (Language Studies) Sanata Dharma University. While I still considered (written) literature as an area of study and research, my Master's years were the time of transition from written to oral expressive cultures—something I will talk about soon. What I mean by written literature is

the work presented in written forms, such as poems, prose, and novels. In contrast, oral literature, or folklore, is the kind of expressive culture presented in oral forms.

I remember pretty well that my plan for my Master's thesis was to write about the ritual speeches, a folklore genre of the people in eastern Sumba. Unfortunately, my academic advisor did not allow me to do because, he argued, the topic I suggested was outside the scope of the Language Studies Master's Program. Though disappointed, I had no choice but to comply with the institution's policy. My Master's thesis and another research on Shakespeare's play were still in the area of written literature.

Applying post-colonial criticism, I wrote a thesis titled *Maryze Conde's Rayze as a Re-contextualization of Emily Bronte's Heathcliff: Writing Back Heathcliff in a Post-colonial Perspective* (Wohangara, 2005). I ventured into the post-colonial writers' project to rewrite canonical literature by bringing forward the experiences of the marginalized, colonized people. In this practice of intertextuality, I did a comparative study of two novels: Emily Bronte's canonical work, *Wuthering Heights*, and Maryze Conde's rewriting, *Windward Heights*. The research aimed to reveal the traces of colonial encounters and how they brought consequences to the characters in the novel. I concluded that *Wuthering Heights* bore colonial perceptions. One character, Heathcliff, was degraded to a level of animality and even "a thing" since he was a poor and dark-skinned man without origin. Consequently, he was an outsider. Conde's *Wuthering Heights* brought into light the complexity of colonial assumptions and practices by recreating Heathcliff as Rayze. Like his mirror character, Rayze also suffered from degradation due to the color of his skin. However, Rayze was a self-conscious black African man. He understood himself as being marginalized and colonized by the dominating Whites, and this consciousness caused him to reconstruct himself by having a hybrid life. This reconstruction within the colonial power, in turn, turned out to be his tool of resistance.

The second research was *The Usage of the Second Personal Pronoun, You, in Shakespeare's Othello* (Wohangara, 2006b). This research attempted

to reveal the use and implied meaning of the second personal pronoun, *you*, in the Early Modern English period. Shakespeare's play, *Othello*, became the object of scrutiny. I found that during the Middle English period, the form *thou* was used among those knowing each other well and to address children or people of inferior social class. The form *you* was considered a way of showing respect when addressing someone superior. In the Early Modern English period, *you* became the standard usage in all grammatical functions and social situations. By the end of the sixteenth century, *thou* started to be used in religious and literary contexts. In medieval times, because of the influence of the French, the form *you* was adopted in England. That is why the French pronoun *vous* was considered the correspondence of *you* in English, and it expressed a way of mutual respect and politeness.

Furthermore, let me share my research-topic transition from written to oral expressive culture. On a visit to Sumba around 2000, I happened to meet Gregory L. Forth 2002, a professor of Anthropology at the University of Alberta, Canada, a renowned anthropologist whose monograph, *Rindi: An Ethnographic Study of a Traditional Domain in Eastern Sumba* (Forth, 1981), provides extensive descriptions of Rindi (Sumbanese) culture. In a chitchat, we talked about our research interests. I told him that my research is related to American or British literature, and he had been engaged in social and cultural anthropoidal research, especially in Flores and Sumba. While encouraging me, saying that doing research in literature is a great thing, he asked me about the possibility of writing about "your own culture." Forth convinced me that Sumbanese oral expressive culture was an appealing research arena.

My encounter with Forth was an eye-opener. Since then, I have promised to dedicate my academic life to writing about Sumbanese's oral tradition. My interest in oral tradition/folklore, then, I believe, caused me to win a scholarship to pursue my doctoral study at the Department of Folklore and Ethnomusicology of Indiana University, Bloomington, USA, in 2018-2021. Though I could not complete my study at Indiana University, my courses at this university confirm my decision to single out folklore as my research thing.

Research on Folklore: At Present

I will here present my 8 folklore-related researches (published and unpublished), especially the ones related to the island of Sumba. The first is on the genres of oral tradition in Sumba (Wohangara, 2006a). [Eastern] Sumba possesses 6 genres of oral tradition: 1) *Lii Ndai/Lii Marapu* concerning with the history of the clans (*kabihu*) and the ancestors, 2) *Lawiti luluk*, the ritual speeches uttered in context of rituals and sacred narrative. 3) *lii pangerangu*, myth and folktales, 4) *Lawiti Ludbu*, songs performed in various occasions, 5) *Padikangu*, riddles performed as recreational activity, and 6) *piapaku*, word games sung or recited in staccato rhythms.



Figure 1: Sumba as the main research area

In 2012, I published a book on Sumbanese folktales in 3 languages: Indonesian, Kambera (local language of the eastern Sumbanese) and English (Wohangara, 2012). The book consisted of 10 big and small folktales compiled during the period of 2005 – 2011. After some revisions, the same book will be republished this year for it is still in demand for teaching local culture at high schools in Sumba.

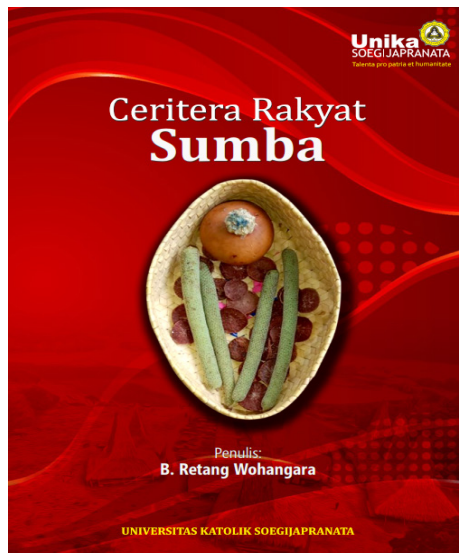


Figure 2: Upcoming re-publication of Sumbanese's Folktales in 2023

The third published research is on the so-called access ritual in eastern Sumba. Published in the *Journal of Culture, English Language Teaching, and Literature* (CELT), the article delineated an access ritual named *pa-arinyangu* (the way of becoming a guest) in Sumbanese culture. This ritual was performed when someone paid a visit to others. Visiting somebody's house was an act of entering somebody else's private domain. It was therefore necessary for the both parties (i.e. the guest and the host) to abide to certain manners so as to maintain a desirable social encounter. The article was titled *Access Ritual in Eastern Sumba, Indonesia* (Wohangara, 2013).

My unpublished research was titled [*And then*] *You can Digest it in your Stomach, and Weigh it in your Chest: A Contextual Analysis and Interpretation of Sumbanese Marriage Ritual Couplets* (Wohangara, 2015). This research found out that ritual speech was an interesting research topic. Sumbanese ritual speeches used in marriage negotiation were a special way of communication delivered in rich metaphoric expression. Characterized by parallel structure, these ritual couplets could be well comprehended if the researcher took into a serious account of the social-cultural contexts from where the speeches originated from.

Another unpublished research was the one on Sumbanese folksongs. As the title, *Thematic and Word Analysis of Eastern Sumbanese Folksongs* (Wohangara, 2018) suggested, the research brought forwards 8 (eight) folksongs from eastern Sumba compiled in the book titled *Songs of Ata*. The songs became the singer's means of expressing her deep feelings of loss, suffering in life, sadness in love relationship, and displacement from their land. Most songs met the 4 features of love and lyric folksongs: appealing to deep feeling, using of first-person point of view, being lack of concreteness, and frequently using of verbs. Only one song used a metaphor related to nature. The headwords and their modifiers supported the ideas that folksongs expressed the deep and "dark" feelings of human beings. Noun/verb phrases like bitter heart, long hands, eternal flame, sick/bitter heart, evil month, stupid year, wrong heart, and forced separation really represented the dark and bitter side of human experiences.

I published an article, *Children Folklore in Eastern Sumba, Indonesia* (Wohangara, 2020) in *Linguamedia Journal*. The article offered a descriptive analysis of the children's folklore, i.e. games, in eastern Sumba, Indonesia. The invasive presence of technology certainly affects the existence of "old-time" children's folklore. Children of the present are heavily exposed to "modern games" that overpower the vitality of the traditional games. Some people see this shift as something inevitable, and the only way to respond to this situation is by accepting this "game revolution." However, some old-time game supporters attempt to revitalize the old-time children folklore by holding events where children's traditional games are performed. The latter believe that maintaining children folklore is of importance because it is a matter of identity, and above all, children's modern games cannot replace the social values offered by the traditional ones. This article, written based on the data from interviews and discussions on social media, listed some traditional games in eastern Sumba. Like any other children in other parts of the world, Sumbanese children were also friendly with modern games. Yet, some still performed the "old time" games. In addition, this article also gave some description of each game and the values the participants might learn from each one.

The seventh research-based article was titled [*And now We are*] *Dogs with One Single Bark, [and] horses with One Single Running Track: Metaphors in Sumbanese Marriage Ritual Speeches* (Wohangara, 2021). The research studied 13 ritual couplets commonly presented in marriage negotiations. These research materials were mainly taken from the research's own collection in 2010, and few others from a compilation of a Sumbanese early researcher, Oembu Hina Kapita, 1987. In analyzing the selected ritual couplets, I interviewed 3 Sumbanese informants by phone. This study concluded that a formalistic approach on the study of Sumbanese ritual speech could be potentially misleading. In order to really understand the ideological meaning of the ritual speeches, sufficient knowledge on the social and cultural contexts from where the speeches came from or insider perspectives was a necessity.

My recent research was concerned with a high-context ritual practiced by the Sumbanese people. The research report was titled *Warung Hupu Liku Ritual: A Traditional Ecological Knowledge of the Sumbanese Traditional Community, Eastern Nusa Tenggara* (Wohangara, 2023). This research described an ecological ritual practiced by the traditional community living in the island of Sumba. The ritual, called 'warung hupu liku' (putting back the rope tips), gave readers an idea of how the given community understood their relationship with nature, which in turn, exposed their ecological ethics. Primary research data were collected through interviews with 4 experts of Sumbanese culture/environmental activists and 2 ritual speakers (*wunang*). The research indicated that the ritual portrayed the Sumbanese's worldview of human-nature relationship. For the Sumbanese traditional communities, human and nature were partners which maintain reciprocity. In this reciprocal relationship, nature should be treated with utmost respect. "Take what you need" was an ecological ethic allowing nature to restore and sustain human's life. Indonesia is rich in Traditional Ecological Knowledge (TEK), and in line with the cause of integral ecology, TEK should contribute to ecological discourses and policies by working in tandem with 'modern' approaches to address current ecological issues.



Figure 3: Ritual speakers preparing the WHL ritual

My academic journey will take place in 13 more years, and doing research and publication are inseparable parts of the journey. In this era of ecological crises, doing research on folklore related to TEK is instrumental. Why? TEK is an action to reinvent human's natural and spiritual connections with nature (Shilling, 2018) and a rich source to understand philosophy and practice of sustainability (Kimmerer, 2018). As claimed by Berkes (Berkes, 2012), TEK can be a partner of scientific knowledge in addressing various and complex ecological issues at the present time. Therefore, in years to come, my researches will be in the area of TEK.

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Author’s biodata



B. Retang Wohangara completed his undergraduate and Master’s in English Literature at Sanata Dharma University, Yogyakarta. In addition to being a lecturer teaching literary courses and a folklore class, he is, at the present time, a first-year graduate student at the Doctoral Study Program of Environmental Science, Soegijapranata Catholic University-Semarang. His researches mostly deal with verbal and customary folklore. His current research interest is in the area of Traditional Ecological Knowledge (TEK).

Educators for Future Global Leaders: A Reflection of being a Teacher and a Woman Leader

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Introduction

Educating the young generation is a part of the efforts to prepare them as future global leaders. Who is responsible to do this important process? Teachers? Schools? Family? The role and synergy of family, schools, and environment is definitely important. Preparing future global leaders should be done as early as possible. All in all, the education starts from home.

The very first education takes place in the family where a mother is playing a humble but crucial role as the first teacher for her children. In educational process, teaching is not just about knowledge transfer but far beyond that, it is about inspiring, cultivating values, helping learners to grow and mature (Peter, 2017). The roles of teachers and mothers are very important in this process. Ideally, a teacher should live his or her life as an educator who does not only make teaching as a job title but a responsibility to prepare future global leaders.

The two roles mentioned above have inspired and encouraged me to see them closer through research and writing. This paper is a small reflection of my interests in exploring and giving more concerns on teachers and women leaders.

Teachers as Educators

In the last four or five months, I have been involved in some discussions on how the presence of chatbot AI (chatterbot Artificial Intelligence) has affected almost all aspects of human's life. From those random discussions, I learned that most people enthusiastically embraced this as a part of the new normal. Interestingly, the discussions on the presence of AI in educational field always come with both optimism and concern, they are just like the two sides of the same coin. Some and even more teaching activities are potentially replaced by the technology. In fact, the AI has potential to replace the teacher's presence (Mahendra, 2023).

Back in 2021, I organized an international conference with e-Learning Forum Asia, bringing up a challenging theme "Augmenting the Virtual Environment: Technology, Innovation, Humanity". One of the conference programs was awarding innovative concepts or programs in community service, research, and teaching. I was amazed by some brilliant concepts of presenting robotic teachers in classrooms. It is such an impressive revolution in educational field but at the same time, it is also terrifying to imagine how the robots take over our teaching jobs in the future.

Reflecting on how technology has affected teaching and learning process, I believe each educator needs to take some time to redefine education and give more concern on the role of teachers. I remembered around ten years ago, some of my church friends shared their experiences with me that they were not very satisfied with their kids' teachers' performance. They sent their children to English speaking schools with a great expectation that their children will have high proficiency in English. However, the teachers' competences in those schools did not meet their expectations. The worst thing was when they said their children learnt better English through cartoon movies on TV serials and from online games. What is wrong with the teacher's English communicative competences? It is clear that there is a problem with teacher's communicative competence in English. These issues have encouraged me to conduct some studies with teachers as the subjects of the research, focusing on teachers' communicative competence and the integration of technology in teaching and learning cycle.



Figure 1. One of my popular articles published in a local newspaper which highlighting the role of teachers (Tribun Jateng, 2019)

To start my research journey in teacher's communicative competence, I conducted research on parents' belief, motivation, and expectation to send their children to English speaking schools (Hartono, 2012, 2016, 2019). The results of the study confirmed that teachers were supposed to be one of the most important determinants of children's success in English learning. These results helped me to focus more on bilingual teachers' communicative competence. Therefore, most of my research contexts are schools which offer English language as the language of instruction.

My interests in further exploring teachers' communicative competence were also based on my previous experiences in giving professional trainings to teachers of elementary to high schools. I found that some teachers at bilingual or English-speaking schools struggled hard to teach in English. In fact, some of those teachers were not prepared to teach in English. Those experiences encouraged me to write English for Teacher book. This book has been used by many teachers around Indonesia and I have received a lot of positive responses from the readers and teachers who use this book. This simple book provides examples of expressions which can be used by teachers to survive in English speaking classes (Hartono, 2012). I also published another book for parents and teachers entitled "*Metode dan teknik Kreatif Mengajar Bahasa Inggris untuk Anak-Anak Usia Dini*" (Hartono, 2020). This book helps teacher and parents support their students or children in learning and acquiring English as their second language.

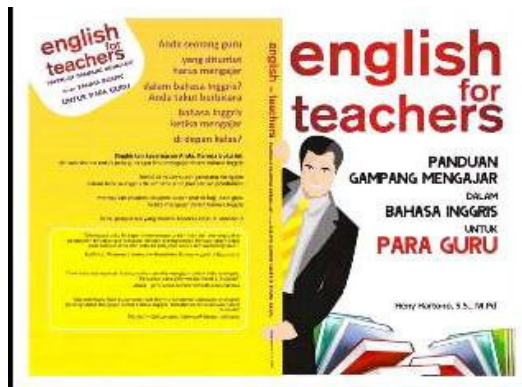


Figure 2. *English for Teachers* (2012)



Figure 3. *Metode dan Teknik Kreatif Mengajar Bahasa Inggris untuk Anak-Anak Usia Dini* (2020)

As one of the crucial components of teaching and learning process, teachers need to always upgrade themselves with professional development trainings. I started to develop assessment tool to measure teacher's level of communicative competence in 2015 (Hartono, 2015, 2017, 2018). Knowing teachers' level of communicative competence is crucial to choose and provide the most appropriate professional development training for them. Funded by the Directorate General of Higher Education, I and my team developed digital communicative competence assessment kits for teachers. This assessment tool has received certificates of intellectual property rights in 2018 and 2019. The digital version of the communicative competence assessment tool is the development of the paper-based version which is handy and environment

friendly. The communicative competence assessment kits are potential to be further modified for other purposes such as for other professions or for students. Assessing teachers' communicative competence shows and underlines the importance of teacher's role in education process. Considering the significant role of teachers, teacher's quality should be given more attention.

Assessment is an important component of teaching and learning cycle which does not only record the students' achievement but also reflect the teaching quality. In response to the innovation and existence of chatGPT application, teachers or I would rather call educators must be more adaptive, creative, and agile in doing assessment. Without ignoring the basic and main principles of assessment, teachers are challenged to design their learning activities in such a way to train students think critically. Formative assessments can be done through daily learning activities which encourage students to be creative, authentic, and critical. Case base, project base, problem solving, and cooperative learning can be chosen as teaching method alternatives. For small classes, oral summative assessment can be seen as a more authentic assessment.

Women Leadership in Educational Field

Apart from my interests in English Language Teaching, I wrote some articles about leadership. I was much influenced by an advanced leadership training which I followed at Harvard Graduate School under the United Board Fellows Program. It is interesting to see how women leaders in educational field can bring big impacts to the future of education.

Since I joined the Faculty of Letters, Soegijapranata Catholic University in 1998, some positions in faculty and university level have been assigned to me. I see there is a strong relationship between teaching and managing the educational institution. My experiences in managerial tasks have enriched me with more creative and effective skills to handle educational programs.

Some studies show that women leaders are more superior than men in some key leadership skills (Zenger & Folkman, 2019). In 2021, I encouraged female educational staff of Soegijapranata Catholic University to write reflective essays on their multi roles in their family, in the society, and in the market place. The book entitled “*Surat Kartini Masa Kini: Catatan Para Ibu Multi Peran*” is a proof of how women make great leaders in their cycles (2021).



Figure 4. *Surat Kartini Masa Kini Catatan Para Ibu Multi Peran (2021)*

In some of my newspaper articles, I stressed the role of women in leadership. From the smallest institution, which is a family to larger communities or institutions, women play significant roles. In fact, women are the first teachers for their children.



Figure 5. *Ibu Seribu Peran (Tribun Jateng, 2019)*



Figure 6. Kartini Masa Kini Kekuatan untuk Menginspirasi (Tribun Jateng, 2021)

Conclusion

I personally believe that women leaders and teachers are two issues which are always interesting to be discussed and analyzed from time to time. There are always rooms to research on these two big topics. From what I have outlined above, at least there are two main points I can highlight in this part.

First, teachers as educators will never be replaced by technology. Education is dynamic process; educators do not only need great knowledge but also big heart to touch and make differences in their students' life. Second, women should be persistent in their multi roles as leaders, mothers, wives, and many other roles they have. Finally, with their important roles, both teachers and women can change and make a better future of the world.

Happy 25th anniversary to the Faculty of Language and Arts. May this faculty be home for students to grow and nurture the future young great leaders.

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Dr. Heny Hartono is an associate professor at the English Department, Faculty of Language and Arts, SCU. Currently, she also serves as the Director of Teaching & Learning Center, SCU, Indonesia.

She received her Undergraduate degree in English Language and Literature from Gajah Mada University, one of the most prominent and the oldest university in Indonesia, Master and Doctoral degree in English Education from Semarang State University. She also joined a sandwich program while pursuing her doctoral degree at the Department of Teaching and Learning, College of Education and Human Ecology, the Ohio State University, USA in 2015. In 2019 she got a leadership professional training at Harvard University as a United Board Fellow.

Her research interests include Second Language Acquisition, Teaching English as a Foreign Language and currently she is involved in research related with the integration of technology in language assessment. She has published 7 books and more than 30 research papers in national and international conferences and journals.

Before her current position as the Director of Teaching & Learning Center, she was the Director of International Affairs & Cooperation Office, Associate Director of the Research and Community Service Center, SCU and the Dean of the Faculty of Language and Arts, SCU.

Transformation is Key to Face Disruptive Era

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Transformation With The Right Environment

To be honest, all the lecturers when asked about their first experience of teaching were nervous, which had an impact on students who were passive in class, and that also happened to the writer. Senior lecturers who have worked skillfully in teaching make us feel inferior and lack confidence. Luckily at Soegijapranata Catholic University there is an environment in which lecturers are produced who are not individualistic and have the nature of sharing with their colleagues. They consciously and happily help to become mentors for juniors who are still having trouble adapting to the various tasks given. Young lecturers usually do not know the duties and functions of a lecturer, they think that the lecturer's job is only to teach students. Even though the obligatory duties of a lecturer are the three dharma of higher education namely, Teaching, Research and Community Service. In addition, in teaching in the classroom, lecturers are required to make an RPS (Semester Learning Plan) so that the output of the learning outcomes of the subjects being taught can be known and more focused. All of this was not immediately understood by the author when he became a young lecturer. Indeed, all need a process to know what the duties and functions of a lecturer are, but we also cannot remain silent in order to become real lecturers.

Soegijapranata Catholic University has not remained silent in responding to this case, so it has made several programs in order to provide training for young lecturers so they don't get separated from the true path. Some examples of programs aimed at young lecturers are TCB (Teaching

Capacity Building), through the Institute for Educational Assessment and Development (LP3) designed TCB which facilitates lecturers in the process of preparing themselves and developing themselves professionally in their role as educators. At the TCB Training, the lecturers were trained on how to properly and correctly make RPS, as well as apply the Soegijapranata Learning Model. Apart from transferring knowledge, lecturers must also inspire their students. Furthermore, young lecturers also receive Career Formation (CF) training. This activity is specifically aimed at lecturers and educational staff (tendik) who have joined in SCU.

Head of the Human Resources Development Institute (LPSDM), Dr. B. Resti Nur Hayati, SH., M.Hum said, “We always escort and accompany the young lecturers and young students who have just joined to become more familiar with the Soegijapranata Catholic University campus, what is the work pattern, what is the work culture like?, know the patron Mgr. Albertus Soegijapranata, the spirit and values that are lived, etc.

If we reflect on what Soegijapranata Catholic University has provided in the form of TCB and CF training for young lecturers, that is sufficient for the initial stage. Soegijapranata Catholic University through LP3 also often provides advanced training for lecturers to develop teaching skills, which can be in the form of seminars, workshops and so on. There is also training for young lecturers organized by the Directorate General of Education, Directorate General of Higher Education (Ditjen Dikti), namely “Pekerti” and “Applied Approach”. The existence of these trainings is in the framework so that the lecturers are not disrupted by the increasingly massive development of the era.

The first time I was in class, the writer was still underestimated by students and tended to be passive, but I was lucky to be helped by their close age and not too far away from them, so the class was still conducive because there were still similarities in tastes about things.

In terms of assessment of learning outcomes, I try to make an ideal RPS for students, in which each learning topic is given a light assignment in the form of a few questions which will be discussed later in small

groups, by applying the Student Centered Learning (SCL) learning model. SCL will place students at the center of the learning process, so that individual interests, motivations, and abilities become more critical, creative and have a responsible attitude towards their independent learning process. The content of the BTS boy band song entitled ‘Dynamite’ is used as a medium by the author in interactive group discussions so that learning approaches context with their background. Music Theory (Music Foundation) is actually a fairly difficult and boring subject, but if we apply SCL, it will be something fun.

After that, to measure and monitor early on how students can grasp learning material properly is through the “Mid Semester Examination” (UTS). If in UTS many students get low marks, then in the future the material provided will be weighted less. If the majority of student scores tend to be good, then the material provided will be maintained or increased. From the start I emphasized that the grades in the courses I taught referred to the average grades for assignments and activeness, UTS and UAS. This can also spur students to be more active in class.

As the years go on, the challenges faced by lecturers continue to emerge according to the context, but it’s just how we react to them. Consultation with a mentor for a young lecturer is very important. Sometimes the mentors provide solutions to the problems we face in carrying out the learning process for students. Apart from studying with mentors, we must also be able to spend time learning and sharing with students, because with increasing age there will be a gap or distance between lecturers and students. Sharing with students will also produce solutions for face many challenges in the future, because by sharing we will always get the latest and most relevant information about their backgrounds. This is where we as lecturers must realize that transformation is very important for us.

Andragogy and The Joyful Learning Method

Andragogy is art and knowledge to teach Adult, which in principle do not want to be hurt. Students are humans who are in the adult category,

namely people who are over 16 years old. So that the application of the learning method must also be distinguished from students who are under the adult category.

Humanizing humans is the concept of a learning method taught by Father Dryarkara, one of the concepts is Hominization and Humanization. Hominization is the process of humans realizing themselves not as mere biological beings, but as a person or subject, namely “self-understanding” placing himself in a situation, taking a stand and determining himself. Humanization is a human process based on his mind to elevate nature to become human nature or to become culture. In the context of learning, hominization and humanization are elevating young people as high as possible, so that they can live their lives as virtuous and cultured human beings.

The author is a teacher in the Digital Performing Arts (DPA) program, Faculty of Languages and Arts, Unika Soegijapranata. One of the subjects with a very heavy material load is composition. The Composition course requires students to produce works of art in the form of musical compositions in 1 semester. Some of the topics studied in the Composition course are about musical elements, such as melody, harmony, rhythm, and timbre. The four elements above must be taught and understood by students in order to be able to make musical compositions.

Material regarding music composition is very boring when taught using conventional methods. This is where the creativity of the teacher is tested. Currently we are dealing with generation Z (centennial) students, namely people who are very familiar with the world of the internet and the global world. We as teachers need a figure that students are currently in love with in order to attract their attention. The author in several meeting sessions in composition courses uses music video clips from South Korean artists such as BTS and Black Pink. The two boy bands and girl bands are indeed on the rise among young people, this is evidenced by their subscribers reaching millions and viewers reaching hundreds of millions.

The author applies the above method in the RPS Composition course. According to observations in class, students are more enthusiastic about participating in learning, because we come from the same background.

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In Commemoration of 25th FLAversary



Women and their Roles in Society: Writing about Women in Lasem, Semarang, and Karimunjawa

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Introduction

My interest in gender studies started in the last year of my undergraduate years when I was looking for a topic for my thesis. At that time, a lecturer who just came back from the United States loaned me a sociolinguistics book that has a chapter discussing gender and language. That particular chapter led me to *Language and Women's Place* by Robin Lakoff. Inspired by Lakoff's idea that women's language consists of features that put women in an inferior position compared to men in society, I chose a topic on the differences between men's and women's language among foreign language learners. Later, the opportunity to take my Master degree at the University of Nottingham gave me access to more books and journals on gender studies and feminism. Classes on the way language is "manipulated" to create certain effects on the works of literature steered me to write about the language and power in Caryl Churchill's *Top Girls*, an all-women's play. My attempt to consistently research gender issues was proven when I chose to write about gender issues in the transnational women's magazines published in Indonesia and in Australia for my doctoral thesis.

In the span of twenty-seven years of my service as a lecturer in the English Department, Faculty of Language and Arts, Soegijapranata

Catholic University, I managed to keep being “faithful” to discuss and write about issues related to gender. I say that it is not easy to keep discussing and writing about gender studies for several reasons. The first one is I need to juggle between my own interest and the university/faculty agenda. What is needed by the university/faculty may not be related to gender issues, so I have to navigate myself, to allocate my time in a way that satisfies both needs. The second one is gender studies in recent years is not as “sexy” as it used to be. The women’s movement and empowerment activities initiated by women’s organizations, including women’s studies centers at the university level, as well as by the national and regional government, indeed to a certain extent construct the idea in society that gender equality has been achieved. As a result, research on gender is deemed not worthy anymore. The third reason is research on gender issues cannot provide instant solutions to society’s problems. Unlike research on technology that offers tangible research products, research on gender issues produces intangible results. So, getting research funding for the study of gender is challenging.

In this article, I present the overview of my research on gender roles played by Indonesian women in their communities. Under this topic, I did some research in different regions, i.e. Lasem, Semarang, and Karimunjawa. I chose to present the research among any other research on gender issues that I have done because this particular topic covers the discussion of gender issues, my personal interest, and the Indonesian culture, the research focus of my faculty.

Women’s Roles in Lasem

I did my research on women’s roles in Chinese Indonesian living in Lasem as a part of a bigger research on Lasem’s Chinese Indonesian community in 2006-2007 (Adhyanggono, Rahardjo, & Riyandari, 2007). The focus of my research was to find out the roles of Chinese Indonesian men and women, whether they were *totok* or *peranakan* in the cultural activities in Lasem.

The findings showed that Chinese Indonesian women in Lasem

did not have any specific role in the religious rituals in Lasem, one of them is famously known as *Sedekah Laut* (Sea Offering), apart from their roles in preparing the offerings and cooking the dishes needed for the offerings. In terms of the access to participate in the ritual, these women enjoyed the same access as their male counterparts. They could actively participate in the rituals without any restrictions. For example, the person in charge of the prayer in the Chinese Temple (*Klenteng*) could be anybody, regardless they were men or women. The equality between men and women in the rituals is not in line with the belief of the Chinese Indonesian community on men and women. The results of the interview revealed that in the Chinese community, male children are considered more valuable than female children because they are the successor of the family. The interviewees even said that women should be beautiful to be considered valuable while men will always be worthy although they are not physically attractive. The interviewee believed that if a woman is not beautiful, her husband will easily leave her to find another woman. The information given by interviewees implied that women in the Chinese Indonesian community in Lasem are inferior compared to men. The women's existence relies on the men and they are stereotypically attached to the physical appearance.

On the women's access to education, at the time of the interview, the respondents said that men and women had the same access to education although women tended to take make-up and sewing training courses. The interviewee informed that the women in Lasem mainly work as housewives. Families who live along the northern coastal route (Jakarta-Surabaya route) usually open a business; they own a shop. As many women train in make-up and sewing, other than having a business those women also have hair and make-up salons, and seamstresses. In general, the results of the interview showed that Chinese Indonesian women in Lasem involve more in domestic chores. Interestingly, the observation and the informal discussion with the respondents revealed that the role of Chinese Indonesian women in Lasem is more than merely being housewives. In the batik industry and some other businesses, women are the ones who control the business. In the batik industry, the women are the ones who play the roles of receiving the order, managing the

relationship between the owner and the laborers, making the batik, and managing the finance. According to the interviewees, the men, especially in the past, had “ceremonial” functions. These men only work during the distribution of *mori*, the lightweight cotton fabric used in batik making. At the time of the distribution, these men will gather in a building at Lasem, they gathered in the building and took the *mori* allocated for them. From the discussion above, the marginal role of Chinese-Indonesian women in Lasem is the result of the patriarchal system in the Chinese Indonesian in Lasem that puts women in an inferior position. In addition, the result of the observation showed that men dominate the role of giving opinions in public.

Women in Gambang Semarang Dance

The research done on the Semarang community between 2015 and 2017 was research on Gambang Semarang (Riyandari, Azizah, & Edelweis, 2017). The research was under the research umbrella of investigating Semarang Dance which involved students as researchers. *Gambang Semarang* dance which is often performed independently nowadays was part of the *Gambang Semarang* performance. The focus of my research is the women’s sexuality in *Gambang Semarang* dance. The informant of the research stated that the dance demonstrates the Semarang people’s character that is not too fast but also not too slow. The dancers are women. The informant explained that the movement adopted for the dance is Nyah Sam’s *goyang egolan lele* (literally translated as a movement like the wriggling catfish). The dance movements in Gambang Semarang focus on the hips and resemble the number “8”. The dance has basic movements called *nghondhok*, *ngeyek*, and *genjot*. These three movements are repeated many times following the song. The research concluded that the hips and the wriggling dance movements exploit the sexuality of the dancers who are female.

Women’s Roles in Karimunjawa

The research on the Karimunjawa people’s ritual, the *Barikan* ritual, was done over three years, between 2017 (Ory & Riyandari, 2017) and

2019 (Riyandari, Andita, & Yuwono, 2019). Similar to the research on Gombang Semarang, the research was under the research umbrella. This investigation involved students as researchers. There were three students involved in this research. Each of them used the data collected during the research as the source for their undergraduate thesis. In this research, I personally focused on gender roles played by the women in the *Barikan* ritual which consists of *Barikan Kecil* (Small Barikan) and *Barikan Besar* or *Barikan Kubro* (Great Barikan).

Women in Barikan Kecil

Barikan Kecil ritual is a ritual conducted by the Karimunjawa people in their attempt to achieve prosperity, safety, and welfare. The main participants in this ritual are women. According to the informants, women dominate the participation in the *Barikan Kecil* ritual not because they have specific roles in the ritual but because the men are busy with their work. The informants' responses imply that the women work mainly as housewives, a role that provides them with time available to participate in the ritual preparation and performance.

In the ritual, the women are involved in all three phases of *Barikan Kecil* ritual; they are the preparation of the ritual, the delivery of the offering to the main crossroad where the ritual is held, and the performance of the ritual. The first phase is the preparation of the offering which involves preparing the egg, mung beans, raw salt, shallot, chili pepper, and shrimp paste. Especially about the egg, the number of eggs in the offering differs from one person to another. Some eggs are raw, others are cooked. The egg, the mung beans, and the raw salt are later put in a place called *takir*, a banana leaf shaped into a bowl. Then, the women cook the rice. In the ritual, some locals cook yellow rice but others only prepare plain rice. After the rice is ready, the women make small size cone-shaped rice (*tumpang*). Next, the cone-shaped yellow rice is garnished by sticking the shallot, chili paper, and the small rounded shrimp paste (put together using a toothpick in that order from the bottom to the top) into the peak of the cone-shaped yellow rice. All the ingredients are arranged in a circle-shaped banana leaf.

The second phase is carrying the offerings to the main crossroads in Kecamatan Karimunjawa. After the offering is ready, the women will carry it to the destined crossroad. The crossroad is chosen because it is considered the most strategic place. Crossroad is believed by Karimunjawa locals as a place where the good and the bad meet and pass by. By doing the ritual at the crossroad, the people of Karimunjawa want to keep good for their fortunes and let go of the bad. It is interesting to note that it is possible for people who cannot participate in the ritual to entrust their offerings to those who join the ritual and do “titip doa” (ask someone else to do the prayer for them). Therefore, it is possible for the women to carry more than one offering to the crossroad.

The last phase is the ritual itself. The ritual consists of five sequences; they are the opening speech, the recital of *Al-Fatihah*, *Yaasiin*, *Tablil*, and a closing prayer. Even though most participants are women, the performance of the ritual is dominated by men. The opening speech is done by a male member of the committees, the recital of the prayers is done by the male religious leader, and the closing prayer that contains the request for salvation, well-being, and thanksgiving is also done by the male religious leader. The domination of men in performing the ritual is most probably influenced by the patriarchal belief of Karimunjawa people and also the Islam religion that they adhere to.

In short, the research found that the participants of the *Barikan Kecil* ritual are mostly women. They are the ones who prepare the offering and bring the offering to the place where the ritual is held. These women participate in the ritual to represent themselves as well as the men who cannot come to the ritual due to their work. The women seem to bear the responsibility of getting prosperity, safety, and welfare for their families through their participation in the ritual that is led by the male leaders.

Women in Barikan Besar

Barikan Besar or *Barikan Kubro* ritual is a tradition passed down from generation to generation in Karimunjawa. The ritual is held at the beginning of the west monsoon when the big waves prevent the

fishermen of Karimunjawa from going to the sea, reducing the income of the family. The informant mentioned that this tradition is Karimunjawa's way to show gratitude to God and also to ask for safety and healthy life. The ritual of *Barikan Besar* or *Barikan Kubro* is started with preparation and ended with a feast. In recent years the ritual is adopted by the regional government of Jepara as its cultural event as it attracts a huge number of visitors, both domestic and overseas. The preparation and the ritual performance involve many people of Karimunjawa, men, and women.

Regarding the roles played by men and women in the ritual, the research found that the planning of the event is done by a committee. This committee is dominated by men because it consists of representatives coming from the *Rukun Tetangga* (RT), the Neighborhood Association. Since the majority of the committee is men, consequently the important decisions are taken by men including the roles assigned to men and women in the committee to support the ritual. The informant explained that the division of roles between men and women is almost the same from year to year.

The roles done by the Karimunjawa's men and women are the roles stereotypically attached to each gender. The activities done by women are cooking the dishes used for the offering and for the feast, cleaning the house, especially the kitchen, and religious activities such as making the small cone-shaped (yellow) rice called *buceng*, throwing the *buceng*, scattering the mung beans and raw salt to repel bad luck. Meanwhile, the men's activities are cleaning the streets, the front yard, and the area of the ritual performance. Some of the men prepare the foundation for giant cone-shaped rice (*tumpang besar*). The division of labor where women work in the kitchen and men work in the outside of the house is easy to find. Although on some occasions, women also help clean the streets, the front yard, and the area of the ritual, men are never seen in the kitchen. Overall, since the ritual is part of the tradition, all the related works are collectively conducted without payment. The informant explained that the funding comes from each Neighborhood Association.

Gender role stereotypes can also be seen in the ritual performance.

The main participants of the ritual are the men: the religious leaders and the village apparatuses. When performing a ritual, the men lead the prayer and the ritual. The women are the participants of the ritual; those who carry the *buceng* (the small cone-shaped (yellow) rice). The main group in the *tumpeng* parade consists of men except for one woman who plays the role of the partner of the ritual leader. The division of labor based on the assumption that men are physically stronger than women is seen from the role given to men as the persons in charge of carrying the giant and the medium *tumpeng*. Women, on the other hand, are the ones who carry *buceng* (small *tumpeng*), the symbol of repelling reinforcements. In short, the division of labor in the ritual performance of *Barikan Besar* or *Barikan Kubro* refers to the gender role stereotypes that divide the role of men and women.

Conclusion

From the discussion above, I can conclude that researches on issues related to gender are still relevant to the situation today. Indeed, the activities to empower women supported by the government and other organization has promoted women to be more equal and changed women's condition in the past years. However, as represented in the results of my research, many women are still playing a marginal role in society and are in an inferior position in the public space which is dominated by men. In terms of their role in the ritual performance, although women do not have any specific roles in the ritual they are not forbidden to attend the rituals. Furthermore, women are usually the participants in the ritual, not the leaders. Women still shoulder the burden to be the keeper of the prosperity, safety, and welfare of their families. In the traditional performance, women's sexuality is exploited to attract the audience. Changing the roles of women in the ritual is difficult, if not impossible. But allowing them to express their opinions on the running of a performance including the ritual should be done to create equality in society.

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In Commemoration of 25th FLAversary



Challenges in Teaching EFL Speaking Classes at A Higher Education Level: A Teacher's Reflection

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Teaching Speaking classes in an EFL context for almost 40 years is not only rewarding but also challenging. Rewarding when I see my students show lots of progress from not being able to express their ideas in a single sentence correctly or not wanting to speak at all to fluently presenting reports or eagerly arguing in group discussions. Challenges are things that require our special attention and need to be handled as much as we can. In this article, the writer attempts to briefly share her views based on her experience in teaching Speaking Classes at the university level. Basically, the challenging factors in teaching Speaking Classes can be divided into three main groups. They are as follows.

1. Student Factor
2. Curriculum Factor
3. Teaching Methodology Factor

STUDENT FACTOR

Why students? First and foremost, our teaching objective should be the success of our students in mastering the target language. Thus, problems faced by our students should become the first priority to solve and they can roughly be grouped into 2 as seen below.

Linguistic Problems

- *Students' Limited Vocabulary*

Our students come from various socio-economic and academic backgrounds. They may be graduated from highly reputed Senior High Schools in big cities or contradictorily they may come from Senior High Schools in small or remote areas. As a result, the quality of English teaching from one Senior High School to another varies a great deal. This certainly affects students' performances particularly their vocabulary repertoire. As we all know without having sufficient vocabulary, one cannot communicate properly in the target language. There are certainly other reasons for this problem. Students' lack of interest or motivation, lack of exposure to English and practices are some inhibiting Non-Linguistic factors that may contribute to the limited vocabulary one has.

- *Students' Limited or Incorrect Grammatical Knowledge*

As has been described previously, students' backgrounds affect their initial Linguistic competence in learning Oral English. In addition to Vocabulary mastery, students have to have proper and sufficient grammatical knowledge in order to be able to communicate successfully. As Indonesian learners who do not have the same Indo European root of language, our students who speak a Malayan root of language, i.e. Bahasa Indonesia have to struggle to master English. For example, studying 'Tenses' in English and being able to use them in sentences correctly can be frustrating for Indonesian students who do not have that system in Indonesian language.

- *Students' Inappropriate Style in Using English*

'Interlanguage' is a situation in which one is influenced by his L1 or mother tongue in producing L2 (Yule, 2020). In Speaking Classes, we often notice that our students speak English in an Indonesian style. For instance, instead of saying 'The sun shines brightly', they would say 'The sun shines the world brightly' not realizing that 'shine' is an Intransitive verb in English whereas in Indonesian, it is Transitive. Another example

is when a student says ‘I think I will not go to Jane’s party tonight’ instead of ‘I don’t think I will go to Jane’s party tonight. This is due to the fact that in Indonesians, we will say ‘Saya kira saya tidak akan pergi ke pesta nya Jane’ instead of ‘Saya tidak kira.....’ There are also many instances in which students tend to use ‘I want’ Instead of ‘I would like.....’ in expressing their needs or wants.

- *Students’ Poor Pronunciation*

Learning a language which has a totally different Phonological system is problematic. Indonesian students often have problems in pronouncing English words or utterances correctly. Take for example ‘th’ sound or / / is not available in Indonesian sound system. Therefore, students tend to pronounce them as /s/ or /t/ in words, such as ‘thank you, something, or birthday’. Furthermore, lack of exposure to actual native speakers’ speeches also contributes to mispronunciation problems as they are supposed to be the best role models for the students in terms of pronunciation. Students also lack the knowledge of Suprasegmental system in English, such as misplacement of word stress, sentence stress, or wrong use of intonation. All these may cause misunderstanding on the native speakers’ part.

Non – Linguistic Problems

Apart from what has been discussed above, lots of students also face Non – Linguistic problems, such as lack of interest and motivation in studying English. Following Gardner & Lambert (1972), there are two kinds of motivation, i.e. Intrinsic and Extrinsic Motivation. The first is the kind of motivation that originates from the person himself whereas the latter is motivation that comes from other people, such as parents, friends, or other things, such as jobs, competition, etc. It is the Intrinsic motivation that has a positive impact on a learner’s success. Another problem is students’ incapability in organizing their time and activities in general which result in failure of their study. Some students may also have financial or personal problems with their parents, families and friends. If they fail to solve these problems, there is a great probability that they will

flunk all their courses. Thus, students' problems are definitely the first and major challenge to face.

CURRICULUM FACTOR

A significant component supporting the success and quality of our students lies on the curriculum of the program. There are many definitions of curriculum proposed by Educational Experts. One of them is JC Richards who defined Curriculum as the expectations for what will be taught and what students will do in a program of study. It includes teacher-made materials, textbooks, and national and state standards (Richards, 2017). Without ignoring other elements of a curriculum, the writer is trying to highlight 2 aspects from the above definition. First is Goals ('the expectations for what will be taught and what students will do') and Materials ('teacher-made materials, textbooks'). Ideally speaking, before the development of a curriculum, a needs analysis has to be carried out (Brindley, 1984). Based on the results of the needs analysis, the goals of the course can be formulated and this will lead to the right choices of materials for the students. Compiling 6 modules for 6 levels of Speaking class at FLA is certainly challenging considering the different interests and needs of the students, progress and advancement in technology and other global demands which require adjustment from time to time. Hence, the Speaking classes curricula with their specific goals and materials which require continual updates is quite a challenge.

TEACHING METHODOLOGY FACTOR

After establishing the curriculum and developing the materials in the form of module and Audio Visual Aids (AVA) for each Speaking class, the next step is to select appropriate techniques for teaching each lesson. In a Speaking class, probably the most common technique is Dyads or Pair work (Thornburg, S. 2007). This is considered the most suitable technique since in real life communication, people interact on one on one basis. However, there is also a small group discussion technique especially when students have to interact and find solution to a particular problem. This technique is often used in the second level of Speaking class called

Speaking for Group Interaction and Speaking for Business which is the fourth level of Speaking class. In this class students frequently have to discuss things in groups, for instance in planning a project and even preparing a meeting and making a business presentation .An Individual presentation technique is also used particularly in Public Speaking and Project Presentation classes. In both classes, students have to work individually to prepare their speeches and then deliver them in class (Public Speaking) and plan their project proposals before making presentations in class (Project Presentation). In addition to such techniques, AVA in the form of Videos or Vlogs are also used in almost every lesson. The purpose is to give sufficient exposure to students so that they have clearer ideas about the situations in which they have to apply their Functional communicative knowledge and relevant skills. Another supporting element worth providing is facilities. The availability of facilities, such as representative and cozy rooms, comfortable seats, LCD, Screen or TV, Audio equipment, microphones, laptops, reliable internet connection, Air Conditioners, comfortable seats, and lastly outdoor spaces for a change of atmosphere are all badly needed in order to accomplish the teaching goals and lead students to success in the learning process. Therefore the absence of one of those elements can be another challenge for a Speaking class teacher.

No matter how hard the challenges can be, the rewards are still bigger and enjoyable and that is only found in a job called teaching.

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