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*Fakultas Sastra dan  
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**UNIVERSITAS TEKNOKRAT INDONESIA**

Jln. H. Z. A. Pagaralam, No. 9-11, Kedaton, Bandar Lampung

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# **Journal of English Language Teaching and Learning**

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## THE CORRELATION BETWEEN STUDENTS' ANXIETY LEVEL AND STUDENTS' GPA SCORE

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### Abstract

GPA or Grade Point Average is the accumulation of the final score of all the scores obtained by students during college. There are many students who feel anxious when they will receive a study result card. This study aims to find out about the causes of student anxiety when receiving the study results card while they are studying, with this study aims to find solutions on how to eliminate or reduce student anxiety about the GPA they obtained. The method used for this research is quantitative data collection. The data was collected using a questionnaire which will be distributed to students using google Forms. The respondents of this study are the students of English Education students at Universitas Teknokrat Indonesia. So it is hoped that this research can run smoothly and well.

**Keywords:** Grade point average, students, anxiety

### To cite this article:

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## INTRODUCTION

Education is an effort to realize planned learning so that learning occurs effectively, actively, and attractively for students. The improvement of education is progressing, and there has been a successful update to the educational system's curriculum. There is no arguing that every Indonesian students needs to acquire and master the English language Agustina, et al (2021). Pustika (2021) stated some people require the ability to speak English in order to function as global citizens. Each students must master four macro-skills in English. They are speaking, listening, reading and writing Pustika (2015). English is one of the foreign languages that are only taught in schools in Indonesia and has been made a required subject from elementary school through college (Jayanti & Norahmi, 2014; Aminatun and Oktaviani, 2019; Sari, 2019; Ayu, 2020; Mandasari, 2020; Mandasari and Aminatun, 2020; Pustika, 2020; Ambarwati and Mandasari, 2020; Mandasari and Wahyudin, 2021; Rahmania, A. H., & Mandasari, B., 2021). At the level of education, college is very challenging for students. that is why students who are in college insist on immediately completing higher education. Since college is the final institution before entering the workforce, getting successful results is every student's goal Ismail, et al (2017).

According to Spielberger (1983) Anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with the nervous. People who anxiety attacks will usually feel dizzy, short of breath, sweaty, afraid, numb or tingling. Anxiety was defined by Freud as "something that is felt," an emotional state that includes feelings of fear, tension, nervousness, and worry accompanied by physiological arousal. The long-term anxiety that people with anxiety disorders usually experience can cause the brain to release hormones on a regular basis. Facilitating anxiety "motivates the learner to "push" the new learning task; it primes the learner emotionally for approach behavior," Scovel (1978). Horwitz, et al (1986) stated that Foreign language anxiety was triggered by three distinct circumstances: communication anxiety, fear of negative evaluation, and exam anxiety. Psychological issues are very prevalent among college students. An emotional disorder called anxiety has cognitive,

physical, affective, and behavioral elements, Ahmed I et al (2009). Negative self-perceptions of language abilities have a significant impact on anxiety levels, Cheng, et al (1999).

GPA is a value that can go up and down as long as you are in college. The high and low grades that you get in each course can determine some of the GPA scores of you. For the GPA value, this value is a value obtained from the average conversion value of each course that you have taken throughout your education. This converted grade is then added up and divided by the number of courses you have taken. As said before, anxiety can affect student learning, it can decrease the results of their GPA which previously had no decrease or decrease. The student's grade point average (GPA) is another component of success, particularly in academic success. As long as they are tertiary level students, students can get a GPA score, which is a score or grade Agustina, et al (2021).

The discussion of the relationship between student anxiety and GPA scores will be carried out in this paper, which will include information from various reliable sources so that researchers can collect data results, and this study will expand the relationship between student anxiety and GPA scores.

### **RESEARCH METHOD**

This study was collected by questionnaire through google form, and the correlation between student anxiety and GPA scores was used to collect data in this study. Purposive sampling was used as the sampling methodology in this study, which was planned as a quantitative correlational study. Purposive sampling is a methodology for determining the sample size in a group of people based on the preferences of the authors and the purpose or difficulty of the research. The participants in this study were students of English Education at the Indonesian Technocrat University, with a total sample of 38 students in the Quantitative Research course. This questionnaire includes 25 questions which will be answered on a five-point Likert scale. The scale interpretations that can be selected to answer the questionnaire, it can be seen as follow: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. The data will be analyzed using Pearson item correlation statistics, and the correlation coefficient will be determined using SPSS software.

### **FINDINGS AND DISCUSSION**

This study will reveal the correlation between the level of students anxiety and the GPA results of students in UniversitasTeknokrat Indonesia. This research was taken based on an analysis questionnaire consisting of 25 items. The results of this analysis can be seen in the table below, the table below showed the characteristics based on the gender of the students who filled out the questionnaire.

Tabel 1.1 Characteristic of respondents based on gender.

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	12	30,8%
Female	27	69,2%
Total	39	100%

The number of respondents who have filled out the questionnaire that the researcher distributed is 39 people. There are 12male and the percentage is 30.8%. Then the number of female respondents as many as 27 people who have filled out the questionnaire, with a percentage of 69.2%. All students are part of the quantitative research class majoring English education.

**Table 1.2 The Reliability of Instrument**

Reliability Statistics	
Cronbach's Alpha	N of Items
,900	25

Based on table 1.2 it shows that the reliability of the questionnaire provided by the researcher is indicated by the Cronbach's Alpha value of 0,900, which means highly reliable. In this study, the achievement between the results of GPA, and EPT, student achievement results are shown by looking at the GPA results of semester students, while proficiency is shown by the results of the English Proficiency Test (EPT). The results can be seen in the following table of 1.3)

**Tabel 1.3 The Result of Students GPA and EPT.**

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	39	2,00	2,00	4,00	3,5049	,45427	,206
EPT	39	236,00	317,00	553,00	454,5128	51,26447	2628,046
Valid N (listwise)	39						

Table 1.3 shows the minimum GPA score of English education students taking the Quantitative Research course is 2.00 and the maximum score is 4.00 with a mean of 3.50. Meanwhile, the EPT score of students from the same class, namely 317 is the minimum score and 553 is the maximum score with a mean of 454.

The statements contained in the questionnaire distributed by the researcher. Every statement will be displayed in several tables along with the number of respondents, mean, and SD. The items shown in table 1.4

**Table 1.4 The result of students anxiety**

NO	Statement	N	Mean	SD
Q1	I never feel quite sure of myself when I am speaking language.	39	2,8	2,87
Q2	tremble when I know that I am going to be called on to speaking class	39	3,2	3,21
Q3	I start to panic when I have to speak without preparation in language class.	39	3,2	3,26
Q4	In language class, I can get so nervous I forget things I know	39	3,3	3,32
Q5	I feel very self-conscious about speaking the foreign language in front of other students	39	3,2	3,29
Q6	I get nervous and confused when I am speaking English	39	2,8	2,87
Q7	I am afraid that the other students will laugh at me when I speak the foreign language	39	2,8	2,84
Q8	I get nervous when teacher asks me to speak English which I have prepared in advance	39	3	3,00
Q9	I can feel my heart pounding when I going to be called on	39	3,3	3,39
Q10	It embarrasses me to volunteer to go out first to speak English	39	3,0	3,03



Q11	The more speaking tests I have, the more confused I get	39	3,0	3,03
Q12	Certain parts of my body feel very tense and rigid while speaking English.	39	2,9	2,95
Q13	I feel anxious while waiting to speak English.	39	2,9	2,95
Q14	I want to speak less because I feel shy while speaking English.	39	2,8	2,82
Q15	I dislike using my voice and body expressively while speaking English.	39	2,6	2,61
Q16	I have trouble to coordinate my movements while speaking English.	39	2,7	2,79
Q17	I find it hard to look the audience in my eyes while speaking English.	39	3,0	3,05
Q18	Even if I am very well-prepared I feel anxious about speaking English because other students would laugh me when I speak in foreign language.	39	2,8	2,84
Q19	I am lazy to memorize new vocabulary and rarely use it.	39	2,6	2,66
Q20	I do not have a lot of vocabulary.	39	3	3,00
Q21	I feel confident when I speaking English	39	3,4	3,42
Q22	They have no fear of speaking English.	39	3,2	3,21
Q23	I feel relaxed while speaking English.	39	3,2	3,26
Q24	I face the prospect of speaking English with confidence.	39	3,3	3,37
Q25	I enjoy the prospect of speaking English.	39	3,4	3,45
<b>Mean</b>		<b>39</b>	<b>3,01</b>	<b>2,48</b>

Table 1.4 shows statements related to students anxiety where there are 25 items for this type of anxiety statements. The table also shows that N means the number of respondents in one statement in the questionnaire. In the table above, the number of N is 39, it means that the respondents in each statement in the questionnaire are 38 students at tertiary level. Then in the ‘mean’ table it shows the average of the respondents for each statement on the questionnaire the the table also shows the Standard Deviation. The average result of the ‘mean’ and ‘standard deviation’ are 3.01 and 2.48.

After analyzing the descriptive result of the research, the researcher analyzed the correlation between students’ anxiety and their GPA score. The correlation between students’ anxiety and their GPA score can be seen below:

**Table 1.5 Correlation of Students’ Anxiety level and Their GPA score**

Correlations			
		GPA	Anxiety
GPA	PearsonCorrelation	1	,015
	Sig.(2-tailed)		,926
	N	39	39
Anxiety	PearsonCorrelation	,015	1
	Sig.(2-tailed)	,926	
	N	39	39

The results of the calculations indicate that the correlation coefficient was .015. This finding suggests a moderately positive correlation between students’ anxiety and their GPA scores. The GPA or Grade Point Average is the final accumulation of the total scores obtained by students while studying in

college which is used as a benchmark for graduation. It is very normal to have anxiety. If you feel anxious too often for no good reason, you may have an anxiety disorder, also known as an anxiety disorder. According to Stuart and Sundeen (2016) anxiety is an emotional state without a specific object. Anxiety is triggered by the unknown and accompanies all new experiences, such as going to school, starting a new job or having a child. This research is to prove student GPA with student's Anxiety correlation. The findings were taken from the analysis of a questionnaire consisting of 25 items. the reliability of the questionnaire is indicated by Cronbach's Alpha 900. In this study, the achievement between the results of GPA,

## **CONCLUSION**

The results of the analysis show that 39 respondents have contributed to the questionnaire and most of them choose agree option. Not only that, the result Correlational analysis shows that there is a correlation between students' anxiety and their GPA. The findings of this study can confirm the results of previous studies existing studies and theories in which student anxiety tends to be linear with learning achievement. It is very important that a teacher should pay attention to students' learning anxiety during the teaching and learning process. Students can try to find strategies they can do to overcome anxiety in themselves to overcome anxiety and succeed in learning.

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## THE CORRELATION BETWEEN SPEAKING CLASS ANXIETY AND STUDENTS' ENGLISH PROFICIENCY

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### Abstract

Speaking is an essential skill that students should master because it requires oral communication such as, grammar, vocabulary, pronunciation, fluency, and comprehension. This study aims to determine the correlation between speaking class anxiety and their English skills. The participants in this study were sixth semester students majoring in English Education, Universitas Teknokrat Indonesia which consisted of 39 students. This research technique uses quantitative research. The research instrument was that students were asked to fill out a questionnaire about speaking anxiety which was distributed via a google form link and then the data would be analyzed with the help of SPSS 15.0 and Ms Excel 2007. The questionnaire was adopted from the Public Speaking Class Anxiety Scale (PSCA). The questionnaire contains 20 questions related to anxiety problems in speaking class with 5 scale criteria starting from strongly agree, agree, neutral, disagree and strongly disagree. From the result of the correlation between speaking anxiety and English proficiency scores, it can be concluded that students with high level of speaking anxiety had lower EPT scores than student with lower speaking anxiety level.

**Keywords:** *anxiety, correlation, English proficiency, speaking*

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### INTRODUCTION

English has become an important foreign language to study in Indonesia, and knowing it is required not only in school but also in a variety of jobs (Plantika & Adnan, 2021). According to Septiyana & Aminatun (2021), English is an international language which is learned by many people to catch up with the development of the world, especially in education, science, and technology. Technology has become an important aspect of language acquisition at all levels of education (Sari & Wahyudin, 2019). In recent years, English has practically become a prominent language. English is one of the most important topics in Indonesian schools. As a result, it has been taught at a variety of educational levels, including primary, junior, and senior high school. In the hopes that students will be better prepared to tackle the globalization period as a result of their formal education. Mandasari & Oktaviani (2018) say that students must have their own motivation or plan during the learning process, in addition to the four basic abilities of English, namely listening, speaking, reading, and writing,

which are considered tough to acquire. In English language learning, speaking skill is important to be taught (Mandasari & Aminatun, 2020).

Speaking is an essential skill that students should master because it requires oral communication such as, grammar, vocabulary, pronunciation, fluency, and comprehension (Brown 2003). Pratiwi & Ayu (2020) said that to educate students to speak English, various strategies can be used, the first thing that can encourage children to learn English is to use interesting materials, media, and strategies in the classroom. According to Putri (2019) Speaking is one of the most significant components of language skills, every language has two types of abilities: the receptive skill, which includes two aspects of comprehension and reading, and the product skill, which includes writing and speaking. Furthermore, according to Thornbury (2005) speaking is so much a part of everyday life that we take it for granted. The average person produces tens of thousands of words per day, though some people, such as auctioneers and politicians, may produce even more. We forget how hard we worked to develop this skill until we have to do it all over again in a foreign language. That is to say, speaking is very vital in life, and it necessitates performance, expression, intonation, emphasizing, pronunciation, grammar, and confidence in order to explore an idea or a viewpoint.

Tsiplakides & Keramida (2009) stated that speaking anxiety is a person's hesitation to engage in discussion using specific words. This is related to a lack of motivation and a low level of performance. When studying English as a second language, speaking anxiety is a regular occurrence. Because they lack the competence and practice speaking English in class, English students are more apprehensive about speaking a foreign language. Cohen and Norst (1999) investigated how English-speaking students learn a foreign language and discovered that students voiced their concerns and anxieties when they were placed in situations where they had to appear in front of their peers and teachers. Fear and anxiety are expressed not only through words like humiliation, trauma, dreadful, scary, grudge, frustrated, and so on, but also through physical responses.

According to Mayer (2008) anxiety is a normal part of existence and being human, and it also has a beneficial side. Batumlu & Erden (2007) found that learners with a lower proficiency level tended to show a higher level of foreign language anxiety. He stated that the learners' achievement in the language learning process is directly related to their proficiency levels because proficiency level indicates how much progress learners have made throughout the process. In terms of the relationship between foreign or second language speaking anxiety and proficiency level, there is some evidence to suggest that anxiety level tends to decrease as the proficiency level increases.

The purpose of this study was to investigate the correlation between students' English-speaking anxiety and their English proficiency. Rogland (2017) states that students need prerequisites, experiences, and thoughts that can strengthen each student's self-confidence and willingness and ability to learn. More importantly, this study will also investigate how teachers cope with speaking anxiety in class, and their thoughts about working with anxiety.

## RESEARCH METHOD

This research uses quantitative approach. The correlation design was used to examine the correlation between students' speaking anxiety and their English scores. Survey method was used to collect data and regression correlation was used to analyze the data. This study aims to determine the extent to which they are related to each other. The Correlation occurs when the independent variable (X) increases and the dependent variable (Y) also increases (Leedy & Ormrod, 2005).

The population in this study was the sixth semester students of English Education Study Program, Universitas Teknokrat Indonesia. There were 39 students as samples to fill out the questionnaire. The questionnaire consists of 20 items with 5 scales started from strongly agree, agree, neutral, disagree, and strongly disagree. To determine the validity of the questionnaire, the researcher calculated it using Ms. Excel and then analyzed it using SPSS (Version 15).

## FINDINGS AND DISCUSSION

### 1. Analysis of the Data

This data was analyzed using the SPSS 15.0 application and the Ms. Excel 2007 program to analyze the collected data. Participants in this study were 39 students who came from the English Education. The purpose of this study was to determine between speaking class anxiety and their English proficiency score. This data collection comes from a questionnaire consisting of 20 items. Table 1.1 below describes the characteristics of respondents based on gender.

Tabel 1.1 Characteristic of respondents based on gender.

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	12	28%
Female	27	72%
Total	39	100%

Based on the table above (Table 1.1) 12 participants or 28% of respondents were male and 27 participants or 72% of respondents were female. This data was taken from a questionnaire distributed to English Education students.

## 2. The Reliability of Instrument

Tabel 1.2 The Reliability of Instrument.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,869	20

Based on table 1.2 shows that the reliability of the questionnaire with a Cronbach's Alpha value of 0.869, which means it is very reliable. In this study the grade average score and the English proficiency score were measured.

## 3. The Result of Students GPA and EPT

In this study, the data for the students' English proficiency scores and the final mean score of achievement were measured, the data collected would later be used to correlate the findings between student proficiency scores and student achievement on related topics (speaking anxiety).

Tabel 1.3 The Result of Student GPA and EPT

<b>Descriptive Statistics</b>							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	37	2,00	2,00	4,00	3,4814	,46861	,220
EPT	38	236,00	317,00	553,00	456,3684	47,48281	2254,617
Valid N (listwise)	37						

Table 1.3 shows that the results of student achievement (GPA) with a minimum score of 2.00 and a maximum score of 4.00 with an average mean score of 3.48. As for the EPT value, the minimum value is 317 and the maximum value is 553.

## 4. Findings related speaking anxiety class in positive statement

In the part of the questionnaire focused on positive statements on speaking class anxiety, there were 3 statements related to self-confidence, enjoying speaking class. Data can be seen in table below:

Tabel 1.4 Reports of the possitive statement in speaking anxiety class

<b>Statement</b>		<b>N</b>	<b>Mean</b>	<b>SD</b>
Q5	I feel confident while I am speaking class	39	3,56	0,67
Q11	I enjoy the experience of speaking class	39	3,63	0,82
Q20	I feel relaxed while speaking class	39	3,43	0,83
<b>Total</b>		39	3,17	0,88

Table 1.4 shows the value of the positive statement of the speaking class obtained from the questionnaire that has been filled in. The highest score obtained is 3.63 in Q11 with a standard deviation of 0.82 with the statement "I enjoy the experience of speaking class" and in Q5 which states "I feel confident while I am speaking English" with a standard deviation of 0.67. Then the score in Q20 with a standard deviation of 0.83 which shows that the English Education students really enjoy speaking class.

### 5. Findings related speaking anxiety class in negative statement

The table below is presented with statements that lead to student anxiety during class speaking, there are 17 statements about doubt, anxiety when the class talks without preparation. The data is presented and analyzed to measure the score about anxiety in the speaking class.

Tabel 1.5 Reports of the negative statement in speaking anxiety class

Statement		N	Mean	SD
Q1	I never feel quite sure of myself while I am speaking English	39	3,21	0,98
Q2	I tremble when knowing that I am going to be called on to speak English	39	3,04	0,89
Q3	I start to panic when I have to speak English without a preparation in advance	39	3,29	1,10
Q4	In a speaking class, I can get so nervous I forget things I know	39	3,29	0,92
Q6	I feel very self-conscious while speaking English in front of other students	39	3,24	0,73
Q7	I get nervous and confused when I am speaking english	37	3	0,83
Q8	I am afraid that other students will laugh at me while I am speaking English	39	2,80	0,95
Q9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance	39	2,92	0,93
Q10	I can feel my heart pounding when I am going to be called on	39	3,26	0,92
Q12	The more speaking test I have, the more confused I get	39	3,02	0,98
Q13	Certain parts of my body feel very tense and rigid while speaking English	39	3,04	0,97
Q14	I feel anxious while waiting to speak English	39	3,26	0,89
Q15	I always feel that the other students speak English better than I do	39	3,36	0,94
Q16	I find it hard to look the audience in my eyes while speaking English	39	2,78	0,72



Q17	Even if I am very well-prepared, I feel anxious about speaking English	39	3,12	0,69
Q18	I dislike using my voice and body expressively while speaking English	37	2,95	0,70
Q19	I keep thinking that other students are better at speaking English than I	37	2,46	0,77
<b>Total</b>		37	2,86	0,73

In the data in the table, there are 17 statements about students' anxiety in the speaking class. In Q3 the statement "I start to panic when I have to speak English without a preparation advance" with a standard deviation of 1.10. Q1 statement "I never feel quite sure of myself while I am speaking english" with a standard deviation of 0.98 and Q2 statement "The more speaking test I have, the more confused I get". Of the three statements, the Q3 statement is the most dominant, it means that anxiety occurs when the speaking class is without preparation.

The table below shows the correlation between the English proficiency score (EPT) and the anxiety in speaking class (Table 1.6).

Table 1.6 The Results of Correlation Analysis between EPT and Speaking Anxiety

		EPT	studentanxiety
EPT	Pearson Correlation	1	,107
	Sig. (2-tailed)		,612
	N	38	25
studentanxiety	Pearson Correlation	,107	1
	Sig. (2-tailed)	,612	
	N	25	38

Based on this table, the results of the Correlation Analysis show that there is a relationship between speaking class anxiety and students' EPT scores. This is evidenced by the results of the Pearson Correlation which shows a positive result of 0.107, which means that anxiety affects the speaking class.

## DISCUSSION

From the findings above, it can be concluded that there are 17 data statements about students' anxiety in speaking class. In Q3 the statement "I start to panic when I have to speak English without any preparation" with a standard deviation of 1.10. Statement Q1 "I never feel confident in my self when I speak English" with a standard deviation of 0.98 and statement Q2 "The more speaking tests I have, the more confused I am". Of the three statements, the Q3 statement is the most dominant, meaning that anxiety occurs when the class speaks without preparation. As a results of the correlation analysis show that there is a relationship between speaking class anxiety and students' EPT scores.

This is evidenced by the results of the Pearson Correlation which shows a positive result of 0.107, which means that anxiety affects the speaking class.

Woodrow (2006) says the relationship between students' oral appearance and their speaking anxiety in ESL context results reveal that learners with higher second language speaking skills tend to be less successful in spoken communication. Higher language anxiety was associated with lower success rates. Liu (2006) examined the causes of anxiety among 98 students of different levels of proficiency (34 low proficiency, 32 intermediate proficiency and 32 high proficiency). The findings indicated that the factors that caused them anxious were lack of practice, lack of vocabulary and low English proficiency. Many of the students in Liu's study reported that they did not practice speaking at schools so they were nervous at university when they have to speak English. Another study conducted by Sadighi and Mehdi (2017) among 154 Iranian EFL students found that most significant causes of students' anxiety were "fear of committing mistakes", "fear of being negatively evaluated", and limited knowledge of vocabulary" respectively.

In the speaking class of the sixth semester students, it was found that the cause of speaking anxiety in class was the lack of student practicing when they were going to take speaking classes. Besides that, other factors that appeared in speaking anxiety in class was the lack of speaking skills, preparation, excessive anxiety, and lack of confidence that affect their performance. Students have anxiety that appears intensively and lasts a long time. Speech anxiety can affect students' speaking performance. This can affect students' fluency and accuracy in speak. So, the teacher must provide appropriate speaking teaching strategies to help students in overcoming their speaking anxiety.

Especially the teachers, they need to consider the types of anxiety students face in choosing the right strategy appropriate to overcome students' speaking anxiety. The teachers give a different strategy to overcome every type of speaking anxiety faced by students, such as; role playing, presentation, and strategy show and tell. These strategies are considered as strategies that can help teachers in overcoming students' speaking anxiety. Teachers also realize that students need a lot of motivation and feedback to address their speaking anxiety.

Role play strategies can help students such as practice time, examples of how to pronounce, vocabulary new rules and grammar rules, as well as practice to overcome nervousness when talking to others, so this strategy can overcome the anxiety of speaking the situation students who are afraid to speak in front of the class. Teacher too using presentations as a strategy to deal with anxiety in the speaking class. Presentation is perhaps the most difficult task to perform. However, it is very challenging. Presentations provide an opportunity to appear confident and cool speaking English. This strategy is efficient to use because they get a lot of vocabulary that they did not know before.

In addition, show and tell strategies are also used to show students all kinds of vocabulary in English and the teacher tells the students how to pronounce the vocabulary. This strategy used by teachers to learn a lot of vocabulary, knowing the description and form of the vocabulary itself and how to recite it. So, it can be said that this strategy can overcome students' speaking anxiety, namely lack of confidence self.

## CONCLUSION

Speaking is an essential skill that students should master because it requires oral communication such as, grammar, vocabulary, pronunciation, fluency, and comprehension. With a situation, it will have a negative impact, but it will have a positive influence if they can transform their fear into positive feelings. As a result, it is linked to their capacity to speak because when they are anxious, they will speak tentatively and become overly concerned about speaking in English, causing their discussion to be slow and repetitive. Various factors contribute to language anxiety during the learning process.

From the questionnaire, it can be seen that as many as 36% of students never feel confident when speaking English, 24.4% of students start to panic when they have to speak English without prior preparation, 34.1% of students continue to think that other students are better at speaking the language English than them. So it can be concluded that the anxiety in the speaking class in this class is average, while the other are confident in the speaking class. The conclusion of the analysis shows that 39 respondents' answers to 20 questions related to class anxiety speak quite averagely. Each question was asked to find out and see how anxious the students in the class spoke. This is indicated by a positive score of 0.107, which means that students with low EPT scores are associated with anxiety in the speaking class. From these data, anxiety in the speaking class is due to lack of preparation in speaking, students always think that they are not better than other students. With conclusion to the discussion of the correlation between speaking anxiety and English proficiency scores, students with the high speaking anxiety had lower EPT scores than student with lower speaking anxiety levels.

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## DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES?

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### Abstract

As one of Indonesia's most prominent foreign languages, English is essential in education. The importance of English is reflected in the fact that it is taught from elementary school through university and is even used as a requirement for graduation or employment. Passing the campus-provided English Proficiency Test is a graduation requirement for Teknokrat University students. As a result, learning and mastering English is an important step for students. When it comes to teaching English in the classroom, there are various factors to consider. Every student has their own individuality. Different personalities result in varying levels of comprehension. Students' personalities vary enormously, yet self-esteem is important in influencing individuals. In short, students' personalities can differ based on their self-esteem. As a result, students' personalities are greatly influenced by their sense of self, affecting their learning. This study aimed to see if there is a relationship between undergraduate students' self-esteem and their English Language proficiency test at Teknokrat University. The computation results show that the correlation coefficient was .454. This study revealed a moderately positive relationship between students' self-esteem and their EPT scores. Thus, the greater their self-esteem, the better their EPT score.

**Keywords:** *English Learning, English Proficiency Test and Self-esteem*

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### INTRODUCTION

English is used in so many areas; many people acquire it in order to keep up with global progress, notably in education, research, and technology. (Simanjuntak, 2019; Septiyana, Safitri, Aminatun, & Mulyah, 2021). As an international language, English is spoken by millions of people (Mandasari, 2017) and is recognized as a bridge for global communication and information (Amelia, Abidin, Permata, & Aguss, 2022; Novanti & Suprayogi, 2021). English is crucial to education because it is one of Indonesia's most widely spoken foreign languages. The fact that English is taught as a compulsory subject from elementary school through university and is also included in national examinations demonstrates the importance of English in Indonesia (Ayu & Inderawati, 2018; Awaliyah & Malihah, 2021; Amin & Wahyudin, 2022; Simamora, Wahyudin, & Utam, 2022). Moreover, as Oktaviani and Mandasari (2020) mention, learning English in this era could help students master negotiation skills, communicate with anyone, and provide them with a greater qualifications when looking for a job.

Students will master the four fundamentals of English throughout that school year: listening, reading, writing, and speaking. Even if they have known English since elementary school, some students still struggle with utilizing it, particularly in daily life. Students who are learning English as a second or foreign language confront various challenges that make it hard for them to become proficient in the language like a native speaker (Setyawan, 2018). Despite their challenges in learning English, they nevertheless require it in their lives because they must pass an English Proficiency Test in order to graduate from university or apply for a job. Language proficiency (EPT) is a test that uses to measure someone's ability in language use (Gustanti & Ayu, 2021; Ariastuti & Wahyudin, 2022). TOEFL, TOEIC, and other English competency tests are commonly used to assess English language

proficiency. These tests are used to assess the English-language ability of persons who do not speak English as their first language and intend to enroll as undergraduate or graduate students in colleges and institutions. Several educational institutions, particularly in Indonesia, have begun to adopt TOEFL (Test of English as a Foreign Language) (Phillips, 2003). English proficiency is in high demand in the industry because it is linked with practically every aspect of life, from daily activities to professional industries. (Nuryasin, 2018). Many national companies include English language abilities as one of the qualifications that an applicant must meet (Damayanti & Gafur, 2020). The TOEFL assesses three skills: listening, structure and writing expression, and reading comprehension.

Passing the campus-provided English Proficiency Test is a graduation requirement for Teknokrat University students. Hence, learning and mastering English is a crucial step for students. There are several aspects to consider when teaching English in the classroom, as every student has a distinct personality. Varying personalities produce different levels of understanding. Students' personalities vary greatly, yet self-esteem is an important factor in influencing individuals. Harmer (2007) mentions that students' characters reflect their level of self-esteem, how they feel about their situation, and how much self-confidence they have. This is similar to Gustaman (2015), who stated that self-esteem is engaged with emotions and that students believe they can do something successfully. Previous experiences, such as success and failure, might help students determine how much they value themselves. In short, students' personalities can be varied depending on their self-esteem. Hence, self-esteem plays a significant part in influencing students' personalities, and it also plays a role in students' learning process.

Students with high self-esteem have a higher possibility of achieving higher scores in education as they usually set higher goals for themselves. Students with solid self-esteem tend to place more significant objectives for themselves and are more likely to persevere in the face of failure. Moreover, strong self-esteem may provide pupils the courage to confront challenging situations while also feeling satisfied with their growth and achievement (Murk, 2006; Satriani, 2014). On the other hand, those with poor self-esteem tend to score lower since they do not believe in their abilities.

Satriani (2014) asserts that when students are confident, they will demonstrate their competence or positive element in taking English proficiency, such as TOEFL, IELTS, or English assessments. Thus, students' test scores are affected by their sense of self-worth. Several academics have undertaken studies on English proficiency and self-esteem. Satriani (2014) found that her research found that students' self-esteem had a substantial, significant solid correlation with their language competency. However, another study by Dev and Qiqieh (2017) found a negative link between English language proficiency and self-esteem. As a result, the researcher wishes to discover whether there is a link between undergraduate students' self-esteem and their English Language competency test at Teknokrat University.

## **RESEARCH METHOD**

This study used quantitative research to collect and analyze data using statistical procedures (Cresswell, 2009). Besides that, a correlation study was carried out to ascertain the degree of relationship between two variables, namely students' self-esteem and English proficiency level. This study used 40 undergraduate students from Teknokrat University's English Education Program as samples.

Two instruments were used to study the relationship between self-esteem and English language proficiency. The first is a self-esteem questionnaire consisting of 15 statements, and the second is an EPT score. Linkert scale was used in the questionnaire with the options 1= **never-true**, 2= **rarely-true**, 3= **sometimes-true**, 4= **often-true** and 5= **always-true**.

The Cronbach alpha of the questionnaire was found to be .820, which was considered reliable. EPT scores used were the most recent EPT score of each student. EPT results have been validated. It was supported by students' statements that they obtained their EPT score after taking EPT in Teknokrat. After all the data was gathered, the questionnaire results were analyzed using Pearson product-moment correlation.

**FINDINGS AND DISCUSSION**

The questionnaire was completed by forty students. However, the researcher only used 38 of them because two respondents were invalid as they did not provide their EPT scores. According to the data below, the highest EPT score was 553, while the lowest was 317.

**Table 1.1 Descriptive Statistics of Students' EPT Scores**

	N	Minimum	Maximum	Mean	Std. Deviation
EPTSCORES	38	317	553	449.00	52.071
Valid N (listwise)	38				

As the table below shows, all statements receive a mean score above 3, meaning most students agree with the statements. This implied that most students have medium to high self-esteem.

**Table 1.2 Descriptive Statistics of Students' Self-Esteem**

	Statements	N	Mean
1	My teachers believe that I learn and achieve high levels of excellence in school.	38	3,34
2	My teachers really believe in me	38	3,37
3	My teachers constantly support and encourage me	38	3,71
4	I often feel that I can do the work that my teachers assign me	38	3,24
5	My teachers help me understand what I might be able to accomplish in my life	38	3,53
6	I feel a positive connection with one or more adults in my school	38	3,68
7	My teachers remind me that success in school does not depend on how smart you are but how hard you are willing to work.	38	3,82
8	I have important responsibilities for helping out in my school.	38	3,68
9	I have important responsibilities for helping out in my community.	38	3,58
10	I have a major responsibility in preparing and presenting a report on my schoolwork during parent conferences.	38	3,47
11	I have a major responsibility in preparing and presenting a report on my schoolwork during parent conferences.	38	3,37
12	My teachers and counselors encourage me to think about what I want to do with my life and help me make plans to accomplish what I would like to do	38	3,58
13	My school has organized students into small groups, which provide the attention and support I need to be successful.	38	3,37
14	I feel that I know my fellow students and that we all help one another succeed	38	3,79
15	I feel a sense of pride about my work in school and know that I can do anything I set my mind to	38	3,63
	Valid N (listwise)	38	3,54

Statement 4 had the lowest mean score (3,24); with the statement, I often feel that I can do the work *my teachers assign me*. Seven students chose *rarely-true* for this statement, suggesting that they did not believe they could finish their teacher's homework. Meanwhile, 18 students responded *sometimes true*, while the remaining students answered *often true*. The highest mean score was gained by statement number 4 (3,82) with the statement *My teachers remind me that success in school does not depend on how smart you are but how hard you are willing to work*. Eight students selected

*always-true*, ten selected *true*, ten selected *sometimes-true*, and two selected *rarely-true* and *never-true*. This means that the majority of students agreed that their teacher encouraged them to recognise the worth of their efforts.

The researcher examined the link between students' EPT scores and their self-esteem after assessing the descriptive results of the study. The data was analysed using IBM SPSS 21. The following graph depicts the relationship between students' self-esteem and their EPT score:

**Table 1.2 Correlations of Students' Self-Esteem and Their EPT Score**

		EPTSCORES	SELF-ESTEEM
EPTSCORES	Pearson Correlation	1	.454**
	Sig. (2-tailed)		.004
	N	38	38
SELFESTEEM	Pearson Correlation	.454**	1
	Sig. (2-tailed)	.004	
	N	38	38

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

The calculation results show that the coefficient of correlation was .454. This result implies that there is a moderate positive correlation between students' self-esteem and their EPT scores. Thus, the higher their self-esteem, the higher their EPT score. This finding was consistent with the previous study from Satriani (2014), which found a strong relationship between students' self-esteem and their EPT score.

Furthermore, it has been demonstrated that students with strong self-esteem have a greater ability to learn a foreign language. Guban-Caisido (2020) supports the claim; in her research, she argues that self-esteem has a strong, positive relationship with second/foreign language proficiency. Students that have higher self-esteem are more engaged in their learning and activities in the language classroom. Likewise, Schunk (2000) and Hisken (2011) stated that students or individuals with high self-esteem might effectively complete given academic challenges, but those with low self-esteem tend to give up when faced with the challenges. Students with higher self-esteem have a better chance of resolving challenging situations and achieving satisfying results. This was consistent with Murk (2006), who stated that having high self-esteem can assist students in possessing the confidence to face challenging situations and find satisfaction in their progress and accomplishment.

## CONCLUSION

Self-esteem was revealed to be an important factor influencing students' performance when learning a language. This study discovered a moderate link between the two factors, demonstrating that students' self-esteem did influence their English Proficiency Test. Students with higher self-esteem have a better chance of getting higher grades since they will believe in themselves when answering questions. Teachers, on the other hand, should consider students' self-esteem when teaching English, as this might boost students' English proficiency results. There are still several concerns with this study because it did not include a significant number of people. As a result, future researchers are encouraged to undertake a variety of studies in large populations or in relation to specific English skills.



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## INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE

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### Abstract

The number of schoolchildren fluent in English has increased significantly over the past decade. The amount of English lessons per week is one explanation, but media influence is perhaps even more important. Video games are massively marketed to college students. In this study, a survey was conducted to examine the relationship between playing video games and English proficiency. Many students responded to the survey. This included a range of questions about how often and how well video games are played. Researchers have concluded that video games have a significant impact on language acquisition. Vocabulary and pronunciation were the most helpful areas. Video games are a highly rewarding pastime and create a comfortable and stimulating environment perfect for learning a foreign language.

**Keywords:** video games, influence, English, second language acquisition.

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## INTRODUCTION

People from all over the globe have been studying English as a method to open as many doors as possible in life, as it has become the lingua franca of all fields including commerce, science, diplomacy, information technology, and other aspects of our daily lives. English has become a vital component of many people's lives throughout the world, from employment options to vacation options to expanding the quantity of possible amusement. The effect of English is felt worldwide after World War II, with the growth of the United States as a world powerhouse and the introduction of new communication methods.

The entertainment sector was the most essential aspect of American culture that allowed English to spread over the world. The American ideal went out from Hollywood to numerous music channels, bringing with it the English language. The advent of video games was an entertainment sector that became a steady source of non-native speakers around the world. Video games weren't always a means of learning languages, as the first video games were built from antiquated radar technology used to recreate table tennis matches. Until the mid-1980s, video games were little more than a collection of shapes shooting at or moving towards other shapes on a black and white screen, nothing more than reflex testing. They were unable to include any story due to a lack of appealing visuals and a story. Games, on the other hand, have gradually gotten more complicated in terms of gameplay and plot, and as a result have become fantastic sources of passive, but increasingly active language interaction. As a result, they've grown into a multibillion-dollar enterprise.

In recent decades, more and more people, especially teenagers, have started playing video games, and many video game characters have become cultural icons. Video games have evolved to the point where they can be compared to movies, cartoons, and novels in their ability to tell compelling stories and present and direct them appropriately. Interactivity and communication facilitation are two major advantages of video games over these other mediums. Facilitating communication is particularly crucial in improving a non-native English speaker's skills. Most games contain a lot of internal backstories or a lot of different systems that interact with each other inside the bigger gameplay systems. Both encourage players to use the language by rushing to various communication platforms to talk about the game, find ways to beat particularly difficult levels, and more. Of course, English is the universal language of communication.

Another aspect of communication is the need for a large number of people to play a particular game. This has the advantage of allowing players to communicate on the fly, which is especially useful in team-based games like tactical first-person shooters. These games require not only quick reflexes and tactical thinking but also excellent

communication and voice synchronization with other players. Mainly because of these advantages, video games are now in the realm of the English language as a means of global communication. Therefore, attempts to analyze the impact of video games on learning English seem acceptable.

Therefore, the purpose of this study was to examine the effects of video games on English learning. After considering relevant research, the relationship between video games and other forms of media should be established. To investigate the impact of video games on learning English, we asked non-English speaking video gamers to complete a survey on the impact of video games on English proficiency. The survey's results will subsequently be analyzed. Finally, the contribution of specific characteristics of video games to language acquisition will be investigated.

## **LITERATURE REVIEW**

In recent years, many studies have attempted to analyze the impact of playing video games on the language learning process. Regarding the positive effects of gaming, it has been argued that video games provide benefits such as anxiety and motivation, but the question of the impact of video games on language acquisition has not yet been adequately investigated.

Reinders and Wattana (2011) describe a few research that has been done on how digital gaming can aid with language learning in their paper "Learn English or Die: effects of digital games on interaction and readiness to speak in a foreign language." The first research they describe was undertaken by deHaan, Reed, and Kuwada in 2010. It was created to compare the gain in the vocabulary of people who actively participated in a game vs those who simply saw the game that is played. People who merely watched games scored higher than those who were actively playing, according to the study. "Interactivity is thus not necessarily favorable to language acquisition," the researchers found. Reinders (2011) cites this source. However, the authors note a few flaws in the study. The first is that language was not a critical component of the game's purpose, and hence vocabulary understanding was not required. Second, the game's genre did not have a story element, which would have required the player to understand what was being said and how to appropriately respond to the game's obstacles.

Chen and Johnson published intriguing research in 2004 that Reinders and Wattana (2011) address. They customized a commercial RPG game called *NeverwinterNights* (released in 2002 by Bioware) to include a language learning component to "...promote a feeling of 'flow' and urge pupils to practice language skills" (cited in Reinders 2016). The authors discovered that the more experience a person has with games, the higher their chances of learning the secondary skills that the game may affect. Interaction is an important aspect of video game play, which is defined as "any interpersonal behavior that occurs in real life or by technological means, such as the internet or over the phone." According to Reinders and Wattana, a learner must be able to provide "comprehensible output" in addition to receiving "comprehensible input" in the target language for language learning to be most effective (Reinders 2011). This need is characteristic of many video games. This is because most video games have a large English vocabulary and multiple ways for users to use it to communicate with other players.

The authors offer a last significant remark concerning the desire to communicate. The main issue is that even if a sufficient quantity of "input" is received, the players will not always be willing to use it. Various past explanations include a tendency for linguistic conduct, timidity, or an unwillingness to communicate (Reinders 2011). The willingness to communicate is crucial to learning a second language, and one of the greatest methods to do so is to enhance the possibility of individuals speaking the language in situations other than the classroom. As researchers point out, one of these ways is to play video games, or massively multiplayer online role-playing games. People see video games as a fun and fearless atmosphere, and online massively multiplayer role-playing games and other games contain elements of massively multiplayer, allowing them to express themselves easily and naturally. I can do it. As a result, the other half of language learning is provided through interpersonal player interaction on the web. (Reinders 2011).

Finally, the theoretical corpus of study on the impact of video games on language learning appears to indicate that video games can be quite effective in language instruction. Based on the information provided above, video games can assist students in learning English. Children's vocabulary isn't particularly useful, but how we handle an obstacle in a game might have an impact on our English. Video games, like any other kind of language learning aid, have their disadvantages. According to several research, many games, particularly older games, cannot be utilized for these reasons since they lack the language or are scarcely relevant when playing. Another issue with games as a learning aid is that they cause cognitive overload. If a game is too difficult or intricate, the brain cannot simply play it effectively and passively (or actively) learn a language.

## RESEARCH METHOD

The main technique used to study the effects of video games on language learners was questionnaires. A previously used questionnaire (Postic 2015) investigating the effect of comics on foreign language learning was significantly modified to investigate the effect of video games on learning English. It included fifteen questions about how people use video games and how it affects their English language learning.

### *Participant*

The data were analyzed using qualitative methods in this study. A questionnaire was employed as a study tool by the researchers. This study was carried out at the English Education batch 2018 Teknokrat Indonesia.

### *Instrument*

The main instrument of this research is a questionnaire form which consists of 5 questions, each of which has different answers with multiple choice. The researchers took this questionnaire from (Postic 2015).

### *Data Collection*

Permission was requested from the lecturer who conducted the course before giving the questionnaire, and a time was set with him. The students were told of the research's goals and importance before receiving the questionnaire. They were also asked to be truthful and honest in their replies. Furthermore, the individuals had the opportunity to ask any questions they had. The questionnaire was then given out.

### *Data Analysis*

The researchers distributed the questionnaire form to the students. After the questionnaire was filled in, the researchers analyzed the data using application logic based on the results of the questionnaire data. Data in the form of graphs can therefore make it easier for researchers to analyze data. After the data is found, the researchers conclude.

## FINDINGS AND DISCUSSION

The purpose of this study was to determine the influence on language acquisition. Before the researchers did the research, the researchers asked the lecturers for permission on the title they wanted to make, after the researchers made a questionnaire form and distributed it to the students. The questionnaire form contained 5 questions with graph type and multiple choice. This section contains the results performed on the collected data.

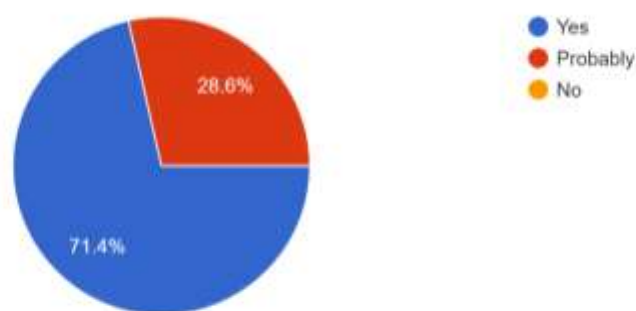
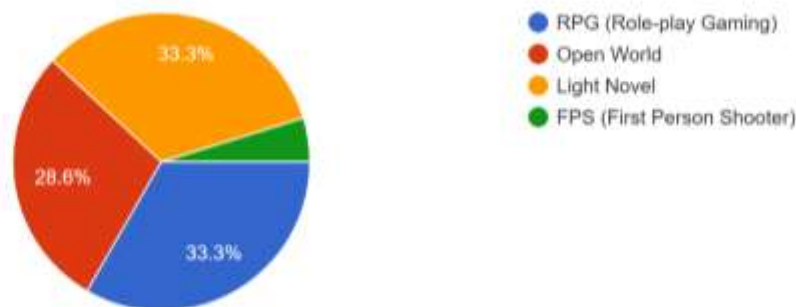


Figure 1. Do you think games can improve English language skills?

Based on table 1, 71.4% answered "Yes" 28.6% answered "Probably" and no one answered "No". This shows that games have an important role in acquiring English. Games can improve students' vocabulary with good language structure, interesting dialogues, and good storylines. It can make students find out the purpose of the game and also learn a lot of vocabulary that can help them acquire English.



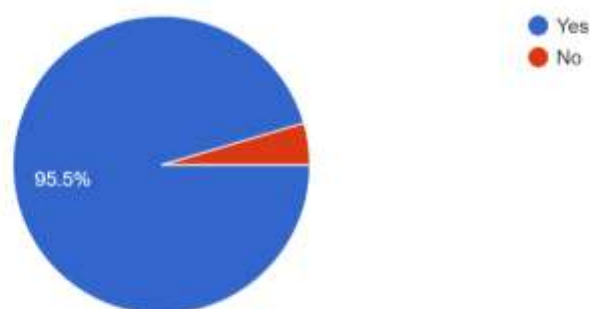
**Figure 2. In your opinion, what genre of games can help to learn English?**

The results from table 2 are that RPG and Light Novel has the same value, which is 33.3%, Open World has a score of 28.6% and FPS is 4.8%. It can be concluded that games with RPG and Light Novel genres have a big role in acquiring English. RPG and Light Novel are types of games that have a lot of vocabulary and what students do can affect how a story goes, it is one of the interesting learning techniques because it can spur students to find out an ending in a game and also learn the language. English at the same time



**Figure 3. In your opinion, can a dialogue improve the players' English skills?**

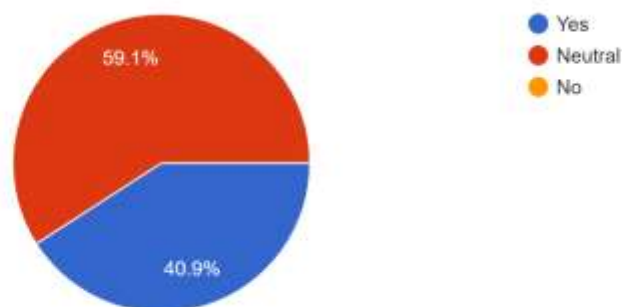
According to the results of table 3 data, better than before has a score of 66.7% while More and less has a score of 28.6% and less than before has a score of 4.7%. It can be concluded that games can help students to acquire English better than before. Because the game has a better English structure than what is taught in school. Usually schools only teach Tense, while games have a lot of instructions and dialogues that have a unique vocabulary that can help students to acquire English well.



**Figure 4. Is the ability to speak English very influential to carry out the instructions of the game?**

The results from table 4 show that the majority of students who filled out "Yes" were 95.5% while those who answered "No" were only 4.5%. This shows that English language skills can help us as players in carrying out

instructions in the game, such as: "Press the Circle button to regain your health." When we play a game, our English skills are also tested by how can the players understand the game instructions. If yes then we can finish the game faster and if not, maybe some players are confused. but when we do instruction, we also learn English indirectly.



**Figure 5. In your opinion, is learning English through video games effective?**

Table 5 shows the results, namely "Yes" by 40.9%, while "Neutral" by 59.1% and no one answered "No". This shows that for now, learning English is not very effective when compared to what is taught in schools. One of the reasons is that a game has English that is more complicated than what is taught in school, which causes students who sometimes do not understand English in a game.

Based on the analysis of the data above, we can conclude that video games can affect the acquisition of English. Video games themselves have a different way of teaching compared to what is applied in the classroom. One of its uniqueness is that we can take it in terms of the storyline. A good storyline will greatly affect the enthusiasm of students in playing the game which means it can improve their acquisition of English.

Dialogue is also very influential in the acquisition of English. dialogue can improve the grammar and pronunciation skills of the players indirectly. If the players are connected with a story or the character of a character in a game, it can affect their language acquisition effect and they can enjoy the game well. Most players play games just to find entertainment, but most people who play games are smart in speaking English in the form of grammar, pronunciation, and so on because by playing games, they learn English indirectly.

Several academics, including Gee (2007), Prensky (2004), Shaffer (2006), Musa (2015), Howard, and Ting-Yu (2013), suggest that video games may be effective educational tools. In reality, whether the players are aware of it or not, they are continuously learning as they play (Prensky, 2004). Their ideas have sparked a slew of research projects throughout the world that show how video games may be used as tools and activities in language learning, particularly vocabulary development.

## **CONCLUSION**

The purpose of this paper is to find out about the effect of video games on English language acquisition and our results are positive. Video games have a big role in the acquisition of English, video games teach English with a wider scope than classes. However, for now, video games cannot be used as the main means of learning English due to the lack of supporting facilities and some games may not teach enough English.

Video games provide some advantages when it comes to learning a language. Aside from words meant to be conveyed to the player, the most obvious example is the way video games use visual cues for the names of objects not found in movies or books. is another important feature of video games that supports the learning of It's important to understand what's going on and how you're going to reach your goals. In this situation, players have to decipher what the game is trying to tell them. As a result of this encouragement, players begin to actively learn unfamiliar words and phrases.

As a result of the survey's findings, there is a strong relationship between video games and the good influence they have on English language acquisition.

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## UNDERGRADUATE STUDENTS' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA

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### Abstract

The purpose of this research is to identify the factors that influence the learning motivation of Universitas Teknokrat Indonesia students. It also aims to reveal the motivational sub-factors that affect the student learning process. This study uses a qualitative research method used questionnaire consisting of 2 intrinsic motivation factors and 3 extrinsic motivation factors, with a total of 30 questions. Questionnaire in the form of 5 Likert Scale. The sample amounted to 30 students from the majors in sports education, mathematics education, and English education. Data from the questionnaire were analyzed using statistical procedures and described descriptively. The results showed that extrinsic motivation contributed more to students' learning motivation (39.66) compared to intrinsic factors (36.1). The results also show that the extrinsic motivation factor; giving rewards and punishments (41.4) as well as the quality of lecturers and the teaching and learning process (40.0) are the two dominant factors that can increase students' learning motivation. Thus, these results have implications for what to pay attention to in language learning, especially in learning English. Therefore, the appropriateness of giving rewards or punishments for students and the quality of lecturers must be improved because it will increase student motivation in language learning.

**Keywords:** *motivation, intrinsic, extrinsic, learning English*

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## INTRODUCTION

English is one of the factors for the quality of human resources in the 4.0 era (Mandasari & Aminatun, 2020). To achieve this ability, the government made a policy by requiring English language teaching. The lesson of English is to start from the middle level to the high level, namely the university. The purpose of learning English is one way to produce graduates who are able to speak English actively and can compete globally (Mandasari & Aminatun, 2020). Thus, teaching English must fulfill the factor of how to improve students' motivation, learning outcomes, and English language skills for university students can improve their ability in the English language. However, in the implementation of the learning process, students seemed less enthusiastic about attending lectures in class. Therefore, in the classroom, in the learning process, teachers or lecturers must be able to use media and facilities and also attract students' learning motivation (Sari & Yudi, 2019). This happens made possible by several factors including the lack of motivation from students in learning.

Motivation plays an important role in the teaching and learning process. If students have learning motivation, it will make the learning process very interesting and students will have a positive influence on attitudes and willingness to learn in attending lectures (Oktaviani & Mandasari, 2018). Students' ability to English. According to Maccklem (2015) that motivation greatly affects students' self-confidence in learning which will ultimately affect students' attitudes and behavior to succeed in learning. This proves that motivation is a factor that has a very positive influence on students in their own learning process in addition to other determinants of learning success such as the ability of teachers and also the teaching materials used. In learning English there is an assumption which states that people who have a desire, drive, or goal in learning English tend to be more successful than people who learn without being based on an impulse compared to people who learn without being based on motivation. an encouragement (Noviana & Ayu, 2022).



In the teaching and learning process, the ability of teachers to teach in class is also very influential on the success of students in learning (Mandasari & Aminatun, 2018). This is one of the determining factors that cannot be ignored, because it can have a direct or indirect impact on the achievement of learning outcomes. Teaching is an activity carried out by someone which includes various activities; activities such as helping, guiding, changing or developing one's skills, behavior, aspirations, appreciation and knowledge (Nabillah & Abadi, 2010).

Based on the above explanation, it is necessary to study to find out how the factors that affect students' learning abilities in English courses at the Universitas Teknokrat Indonesia Student students, so that the various problems faced so far in these students can be revealed, for example: 1) What are the motivational factors? Dominant influence the motivation of Universitas Teknokrat Indonesia students?. 2) What are the motivational factors that influence students in increasing motivation to learn English in class?. Thus, the purpose of this study will also refer to the problems mentioned above, namely: 1) To determine the motivational factors that are more dominant in influencing the motivation of Universitas Teknokrat Indonesia students in learning English. 2) To find out what motivational factors have an influence on Universitas Teknokrat Indonesia students in increasing motivation to learn English.

### **English learning**

English as an international language, mastery of English is needed to increase the competitiveness of every graduate. Therefore, English has become one of the mandatory subjects in the education curriculum in Indonesia. The provision of English courses is considered to be able to accommodate educational needs that can equip students to master English as an international language. The high level of competition and along with the demands of the world of work, globalization and competition, mastery of English is absolutely necessary. Wahyudin and Rido (2020) stated that English is needed to be able to compete at the international level; Thus, the use of English is something that must be in the learning process that is integrated into every other activity.

### **Foreign Language Learning Motivation**

Motivation is a condition in a person's personality that encourages individuals to carry out certain activities in order to achieve a goal that is actualized in behavior to get a target (Bernaus & Gardner, 2009). In the context of learning English as a foreign language, motivation plays an important role, especially in determining the success of the learning process itself (Ambarwati & Mandasari, 2021). In this case, the existence of motivation provides positive energy and students' willingness to achieve success in what they are learning (Noviana & Ayu 2022). Meanwhile, Ellis (2013) stated that motivation in learning English cannot be separated from two things; namely the attitudes and affective conditions of students that can directly affect the efforts made by students in learning foreign languages. These affective attitudes and conditions are the driving factors that encourage students to give more effort to learning so that the goal of learning English can be achieved.

## **RESEARCH METHOD**

This study uses qualitative methods with research methods using a questionnaire as a data collection instrument. The questionnaire was adapted and adopted from Gardner (1985) Attitude/Motivation Test Battery (ATMB) and Motivation Questionnaire from Suryatsa, et al.(2017). The questionnaire consisted of 30 questions which were made using a Likert Scale to see the motivational factors for learning English in students. The questionnaire consists of 2 sub-factors of intrinsic motivation and 3 sub-factors of extrinsic motivation. The population in this study were 30 students of the Indonesian Technocrat University consisting of 10 students majoring in sports education, 10 mathematics education students and 10 English education students. Sampling is done by sending a link to the questionnaire form via the whatsapp application. Responses from students will be tabulated into an excel table format. Furthermore, the statistical data from the questionnaires were analyzed descriptively to identify the motivational factors that influence student learning motivation.

## **FINDINGS AND DISCUSSION**

In this section, the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanations. From the results of data analysis by calculating the Mean of the five points in the intrinsic motivation factor questionnaire, extrinsic motivation. The intrinsic factor consists

of 12 questions consisting of 6 questions for the category of initial motivation to learn and 6 questions for ideals. While the extrinsic factor consists of 18 questions with a total of 6 questions in the categories of rewards and punishments, quality of lecturers, and questions for learning support facilities.

No	Faktor of Motivation	N	Mean
1.	Intrinsic Motivation		
	a) Initial Motivation to Learn	30	35.6
	b) Future goals		36.6
	Average		36.1
2.	Extrinsic Motivation		
	a) Rewards and Punishments	30	41.4
	b) Quality of Lecturers and Teaching		40.0
	c) Learning support facilities		35.9
	Average		39.1

From the results above, it can be seen that there is no significant difference between the two factors of intrinsic motivation; with each Mean score of 35.6 for the initial motivation to learning factor and 36.6 for the future goals factor. The extrinsic motivation factor also did not show a significant difference in the three factors. However, of the three extrinsic motivation factors, the rewards and punishments factor and also the quality of lecturers showed a high mean of 41.4 for rewards and punishment, a score of 40.0 for quality of lecturers. Therefore, the strategy of attracting students' attention by giving rewards and punishments used by the lecturers greatly affects the motivation of students in giving assignments and the abilities and strategies used by the lecturers greatly affect the motivation of students in learning in the classroom. While the learning support facilities factor got an average of 39.1.

### **Intrinsic Motivation**

#### **a. Initial Motivation to Learn.**

Motivation is one of the success factors of students in learning foreign languages (Gardner, 2009). The results of the questionnaire show that student motivation is one of the factors that influence the ability to learn English. Efforts to increase student learning motivation in terms of intrinsic motivation which show high student motivation are in the questions; "Learning English has made me more able to understand the world (through reading, news, media, films, etc.)" as indicated by the percentage of students who answered in agreement as much as 80%. This proves the hypothesis that shows that students' motivation is very significant that their desire to learn English will increase their knowledge.

#### **b. Future Goals**

Awareness to get a decent career and have an impact on future employment, makes students motivated to learn English. Therefore this provides a great opportunity for students to get a job. One of the factors in intrinsic motivation that shows the high motivation of students is the question; "Studying English is important because I will need it for my career". Of all participants, 76% of participants agreed that learning English is the main key for them in improving their careers. However, from the table above, it can be seen that as much as 2% of students each did not agree that mastery of English can facilitate them in their careers and will have an impact on the type of work they will get.

## Extrinsics Motivation

### a. Reward dan Punishment

Giving rewards and punishments in the learning process is one of the extrinsic motivational factors that need to be considered. The existence of gifts or rewards to students is one of the efforts to increase the willingness to do something. Similar to rewards, the existence of punishment in the learning process can have a positive and negative impact on a person's learning motivation (Nuttin & Greenwald, 2014). This can be seen in the results of the questionnaire where in the question; "I do my English homework because I am afraid of punishment" 17 respondents (56%) answered strongly agree that their motivation to learn English is because they are afraid of being punished by the lecturer. Not much different from punishment, the presence of prizes also increases student motivation in learning; as many as 18 respondents (60%) answered that they agreed that gifts from lecturers and parents were their motivation to learn English.

### b. Lecturer Quality

The quality of the lecturers in teaching is also one of the important factors to increase students' motivation in learning English. The quality of the lecturers in this case includes the motivation and the way the lecturers teach and the strategies used by the lecturers (Israwati, 2018). The results of the questionnaire proved that the quality of lecturers and teaching are the main factors in increasing students' learning motivation, the mean score on the quality factor of lecturers is 40.0. One of the interesting things from the results of the questionnaire search can be seen in the questions; My English teacher is present materials in an interesting way, as many as 24 (80%) respondents answered agree.

### c. Learning Support Facilities

Learning support facilities such as classes and a comfortable campus atmosphere and study partners can also provide motivation in learning. From the results of the questionnaire, it is evident that learning support facilities are one of the factors that can help increase motivation in learning English 35,9. The average respondent agrees 82% on the questions; "My English teacher has a dynamic and interesting teaching style. (use interesting media/application)". From these results we can conclude that the existence of supporting facilities such as learning media and interesting learning applications is one aspect that really needs to be considered by education providers so that it can increase students' motivation and ability in learning English.

## CONCLUSION

From the findings and discussions that have been carried out by researchers, it can be concluded that there is a not too significant difference between intrinsic motivation and extrinsic motivation to learn English from Indonesian Technocrat University students. However, from the results of the study it is evident that extrinsic motivation is the main motivational factor in learning English compared to intrinsic motivation. Of the five motivational factors, it was found that the factor of

giving rewards and punishments as well as the quality of the teacher had a big impact on the high motivation to learn English for Indonesian Technocrat University students.

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## POST-TRAUMATIC STRESS DISORDER IN *THE STATIONERY SHOP* NOVEL BY MARJAN KAMALI

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### Abstract

In this thesis entitled Post-Traumatic Stress Disorder in *The Stationery Shop* Novel by Marjan Kamali, the writer describes post-traumatic stress disorder. PTSD (Post Traumatic Stress Disorder) is a mental health condition triggered by a traumatic event. The purpose of this study is to identify the post-traumatic stress disorder raised by Roy. To enhance the examination of post-traumatic stress disorder, the writer utilizes the theory of Gerald C. Davison (2006) to analyze the symptoms, causes, and effects of post-traumatic stress disorder. In addition, the American Psychiatric Association's (APA) theory in its publication Diagnostic and Statistical Manual of Mental Illness: DSM-5 was applied in this research study for more information and as a supporting theory on the symptoms of Post-Traumatic Disorder. In this study, the writer used qualitative research techniques to describe post-traumatic stress disorder. This study can enhance the reader's understanding of a person's psychological state and mental disorder in response to a traumatic event or circumstance.

**Keywords:** *Post-Traumatic Stress Disorder, PTSD, Psychological Approach, The Stationery Shop Novel*

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## INTRODUCTION

The wounds of the past that are retained until now have the ability to influence one's beliefs to the extent of changing one's interactions with the environment. The most crucial thing to remember about traumatic experiences is that they are connected with substantial stressors that exceed a person's ability to cope with the circumstance. Trauma is a personal event that overwhelms a person's ability to assimilate emotional experiences (Giller, 1999). Trauma is generally associated with significant emotional to psychological distress, mainly as a result of painful situations or experiences, violence, abuse and natural disasters. It is important to seek professional treatment after experiencing trauma, particularly the kind of trauma that frequently recurs and attacks more and more each day, otherwise post-traumatic stress disorder (PTSD) may manifest in a person as a consequence of this. Post-Traumatic Stress Disorder is a syndrome of anxiety, autonomic lability, emotional insecurity, and flashbacks of those traumatic experiences following significant physical and emotional stress beyond the endurance limitations of regular individuals (Kaplan, 1998). These traumatic occurrences typically cause victims to battle with terrible feelings and memories, as well as anxiety that is difficult to get rid of. This syndrome might cause oneself to become overwhelmed when presented with situations that can cause trauma, feelings of isolation, and lack of trust in others. A person who has watched or encountered something unpleasant, terrifying, disturbing, or painful may develop PTSD. People who have PTSD are influenced by horrific events for a lengthy period of time, and their reactions and behaviors fluctuate based on the triggering event and the causative event. A psychological analysis of PTSD will serve as the primary theory that is discussed throughout this research. The study of the human psyche or spirit is referred to as psychology. It is also known as the study of behavior and mental processes. Psychological conditions might cause a person to develop mental or

psychological disorders that should not be ignored. As a result of certain situations, psychological issues or personality disorders may develop. This also applies in reverse, since certain human behaviors can impact the wellness. Behavior is defined as a person's mind or mentality, which is also remarkably related with post-traumatic stress disorder symptoms (Siswanto, 2005).

Literature and psychology have a strong correlation because they relate to humans and their reactions to the world and their own feelings (Goksen, 2014). Literary psychology can be used to investigate the author as a human being, the author's creative process, as well as the psychological side of the character (Endraswara, 2011). This theory's concept depicts the instant captured by our senses in terms of how meaning is assigned to it through language (Ramadhani & Setiawan, 2021). Novel is a literary work that reflects phenomena in real life such as psychological phenomena in fictional characters. People can convey their emotions and present their loudest voice through language (Cenita & Nurmaily, 2020). Literature is one of the primary forms of communication, and as such, it must possess a set of values, including moral standards. This ensures that a literary work not only tries to entertain its audiences, but also to educate them (Mahendra and Amelia, 2020). The writer applies psychological theory to analyze the data on the behavior and condition of the character. Novel is a literary work that reflects phenomena in real life such as psychological phenomena in fictional characters. Therefore, the writer applies psychological theory to analyze the data on the behavior and condition of the character.

Marjan Kamali, the author of the novel that will serve as the primary source for this research, was born in Turkey She is Iranian. Kamali spent her youth moving about to several countries, including Kenya, Germany, and post- revolutionary Iran. She started writing fiction as a way to escape the monotony of her employment when she was pursuing her Master of Business Administration degree at Columbia. Eventually, she wrote the short tales that would become the first chapters of her first published novel. *Together Tea*, the author's first book, was released in 2013. The book was selected as a Targeted Emerging Author Selection, as well as a Finalist for the Massachusetts Book Award and NPR WBUR Good Read. *The Stationery Shop*, Kamali's second novel, which was published in 2019, is a Boston Globe Bestseller Novel.

This novel's main character is a young woman named Roya. She is a woman with many aspirations living in Tehran in 1953. Despite the political unrest that was going on at the time, she could find solace in the literary beauty of Mr. Fakhri's stationery shop. Mr. Fakhri is a witness to how she has grown and developed. Mr. Fakhri, who has a good instinct for romance, introduces Roya to his other favorite customer, Bahman. He is a political activist and an attractive man with a deep affection for Rumi's poetry and he is believed by many people as "the boy who wants to change the world". Unlike Roya, who only wants to read poetry in a stationery shop, Bahman has a strong desire to see justice done. As their relationship developed, the stationery shop continued to be their destination of choice everywhere in Tehran. A few months later, Roya agreed to meet Bahman in the town square. However, protests erupted, conflict broke out as a result of a coup that would forever change the future of their country. In the midst of all the chaos, Roya was trapped in the massive demonstration. She witnessed all the horrific events. People were shot and injured. Her closest people, fell, stepped on, and even shot dead. Since then, She has never met Bahman. She avoided all of the scenes. She had a "flashback" of the event. She had nightmares related to the accidents.

Roya left her country to study in the United States and married an American man named Walter. Even though she is married, in fact she always has nightmares related to the events in Tehran. She always dreamed how she witnessed the people closest to her died from being shot. She makes an effort to steer clear of anything that can trigger memories of the terrifying events, because of these events, she is experiencing negative impacts on both her thinking and her mood, these memories elicit both emotional and physical reactions. Her life with Walter seems to be going nowhere, constantly clouded by the loss of those closest to her, in Tehran. The love story in the novel *The Stationery Shop* is about two people who cannot be together due to a significant historical event that affects the course of many things. The past accidents in this novel are unforgettable and painful until they are recognized as traumatic events.

According to the descriptions given above, the purpose of this research is to determine the Post-Traumatic Stress Disorder symptoms, causes, and effects presented in the novel. These findings will be valuable in a variety of circumstances, such as raising awareness of psychological problems and mental state. This writer believes that this can be beneficial for many parties. This research can also add to the reader's insight about the psychological condition and mental disorder of a person against a traumatic condition or event. It is hoped that the reader's understanding of PTSD and the events in this novel will increase and this is the result of the research. This particular study aims to investigate PTSD, which is addressed in *The Stationery Shop*, a novel written by Marjan Kamali through the character of Roya. Based on the theory presented by Gerald C. Davison (2006) analysis of symptoms, causes and effects for PTSD were applied in this study. In addition, the theory the American Psychiatric Association (APA) in their publication entitled *Diagnostic and Statistical Manual of Mental Illness: DSM-5* is utilized in this research study for additional information and as supporting theory in connection with the symptoms of Post-Traumatic Disorder.

The writer provides an explanation of the hypotheses or discoveries based on the findings of many past studies that are necessary and relevant in order to support the facts. Previous research that is relevant to the issues being explored in this study is one of the supporting data sources that, according to the researcher, should be separated into its own section. Previous studies are intended to provide insight and information to researcher who are involved in this study. So as a guide for the writer, various studies with the same topic, item, and issue were picked as examples from the study. The writer chose five past studies to include in this research, which are mentioned below:

The first previous study is a thesis entitled *Geraldine's Post-Traumatic Stress Disorder in Just Another Kid Novel* by Torey Hayden written by Yosephine Wastu Prajnaputri (2016). This thesis focuses on Torey Hayden's autobiographical novel *Just Another Kid*. Due to the fact that Geraldine was subjected to a horrific incident, the primary focus of this study was on defining diagnostic criteria for Post-Traumatic Stress Disorder (PTSD). Three conclusions were drawn from this study. To begin, Geraldine is described utilizing a variety of storytelling approaches. Contrasts disclose characters, shows, and narrative ways in particular. Conflict reveals character; exposition and description reveal character; and exposition and description reveal character for the second time. It was determined that Geraldine meets five of the diagnostic requirements for post-traumatic stress disorder (PTSD). They include persistent avoidance, negative change, considerable change, persistent discomfort, and disturbance that is not linked to the physiological action of the medication. Thirdly, Geraldine's trauma was precipitated by a devastating event. She takes a psychological method because the research is primarily concerned with Geraldine's psychological state. She identified PTSD using the theory proposed by APA (2013). She discovered five PTSD diagnostic criteria that the main character qualified. There are eight PTSD diagnostic criteria in total. As a result, the writer needs this previous study because it provides insight regarding the PTSD symptoms.

The second previous is a thesis written by Andini Aziz entitled *The Portrayal of Dawson Scott's Post-Traumatic Stress Disorder in Deadlin* by Sandra Brown (2019). The author of this thesis conducted an analysis of the novel *Deadline* by Sandra Brown. The author discusses post-traumatic stress disorder (PTSD), a condition that affects not only the personality of the novel's protagonist but also the personalities of other characters. This analysis includes a discussion of the etiology of Post-Traumatic Stress Disorder as well as its symptoms, effects, and potential treatments. In order to evaluate the novel, she uses a contextual method that is founded on the idea of post-traumatic stress disorder developed by the American Psychiatric Association. According to her, a specific traumatic experience that has an impact on the sufferer's social life is what causes post-traumatic stress disorder. She discovered that a person's personality and social network are crucial to the recovery from Post-Traumatic Stress Disorder. Therefore, this previous study is necessary for the writer since it helps the writer to get insight into identify some of the conflicts that exist between the character and himself on his own PTSD as well as its symptoms, effects, and potential treatments.

The third previous study is a thesis authored by Abdul Mufied Yasin entitled *Post-Traumatic Stress Disorder Suffered by Katie in Nicholas Sparks' Safe Heaven* (2016). This study focused on the symptoms, causes, and effects of post-traumatic stress disorder (PTSD) that are depicted in the novel and have an impact on the personality and life of the main character. The writer is able to obtain references regarding the causes related



to post-traumatic stress disorder and its effects. The next following previous study is a thesis that was completed in 2016 by Yanady Ayubrata and is titled *Revealing Charlie's Post Traumatic Stress Disorder Through His Behavior in Stephen Chbosky's The Perks of Being a Wallflower*. This previous study is important for the writer because it allows the writer to collect research more effectively, both in terms of characteristics and behavior revealing PTSD or signs of PTSD through their behavior. The last previous study is a thesis written by Muhammad Maulana entitled *An Analysis of Hannah Baker's Post Traumatic Stress Disorder (PTSD) in Jay Asher's Novel Thirteen Reasons Why* (2021). This previous study is necessary in order to help the writer in determining the effect of the character's condition on her life and how PTSD affects her condition.

## **RESEARCH METHOD**

Psychology is a completely objective experimental part of the natural sciences. Psychology of literature can be content of research that considers the significance and having the part of psychological studies (Afif & Amelia, 2021). Theoretical aims include behavior prediction and control. Psychology is involved with the study of psychological occurrences in humans, including their symptoms and even their potential causes (Ahmadi, 2009). Psychological theories explain human ideas, feelings, and behavior. Psychology has created several hypotheses to explain and predict human behavior. According to Guerin, Labor, Morgan, Reesman and Willingham (2011), psychological approach can give insight on a work of literature's subject and symbolic mysteries while also complementing other reading. In this technique, symbols are interpreted and literature is analyzed by making reference to various psychological theories. For instance, the writer may choose to take a psychological method in order to determine the factors that contributed to the development of a character's new personality. At this point, the actions, lines of dialogue, or even facial expressions displayed by the character in the narrative can be perceived as signals, signs, or hints regarding an individual's identity.

The researchers are required to make reference to one of the methodologies that is the most directly associated with the study. There are three different approaches of analysis that can be taken while doing psychological criticism. To begin, a researcher has the option of doing an analysis of the author's mental condition when he or she is creating literary works. In the second step of the research process, the researcher may investigate the psychological state of the characters in the literary work. The final aspect of the reader's mental state that the researcher can investigate when the reader is engaged in the act of reading literary work (Endraswara, 2011). The writer utilizes a psychological approach since the emphases of this study are both connected to Roya's mental state as it is presented in the work of literature.

Roya in this novel is experiencing psychological trauma. Trauma is an event that is considered self-threatening, life-threatening, and has long-lasting effects on life. In order to conduct a character analysis of Roya, who has post-traumatic stress disorder (PTSD), a psychological approach is used. Understanding Roya's psychological condition can help in the process of analyzing literary works, especially to find out the symptoms, causes, and effects of PTSD.

The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM- 5; American Psychiatric Association [APA], 2013) defines post-traumatic stress disorder as exposure to traumatic or stressful events is clearly indicated as a diagnostic criterion. Post-traumatic stress disorder is a group of anxiety symptoms that occur after a person experiences a traumatic event that results in feelings of horror, helplessness, and fear. Post-traumatic stress disorder is not just a person unable to move on from a traumatic event, but much more than that. Some people have a higher risk than others of developing a condition known as post-traumatic stress disorder (PTSD) after being exposed to traumatic events that was surprising, upsetting, or frightening (Davison, 2006). This condition can be described as an anxiety disorder. This condition is included in the field of abnormal psychology. In the aftermath of horrific events that a person has been through, it is not uncommon for them to develop anxiety disorders such as PTSD (Pervanidou & Chrousos, 2007).

Post-traumatic stress disorder is defined by symptoms that last for a significantly longer period of time and has the potential to seriously affect an individual's life in a variety of ways. The majority of people only know about traumatic experiences in the context of an anxiety condition that can develop as a result of traumatic

events, horrific experiences, or other dreadful, difficult, and unpleasant situations in which there is physical or psychological persecution (American psychological association, 2004). The DSM-5 contains a category for post-traumatic stress disorder (PTSD), which describes an excessive response to a significant stressor. Symptoms of PTSD include an increase in anxiety, the avoidance of stimuli that are connected with the traumatic event, and a decrease in emotional responses. After experiencing a terrible experience, a person who suffers from post-traumatic stress disorder will acquire feelings that are exceptionally intense, to the point where they impede them from leading a meaningful life. When it manifests in people, PTSD possesses both a cause and a symptom (Jeffrey, Spencer, and Beverly. 2009: 174).

## **FINDINGS AND DISCUSSION**

In this chapter, the writer presents an analysis of the symptoms, effects, and causes of Post-Traumatic Stress Disorder (PTSD) experienced by the main character in the novel *The Stationery Shop*. There are quotations taken from the novel and the writer analyzes the detailed aspects contained in the story from the novel. This chapter consists of two parts based on the problems formulated in this research. The first part is an analysis of Post-Traumatic Stress Disorder experienced by Roya. This is a description of how Roya's post-traumatic stress disorder is portrayed in the novel. Recognizing the symptoms and the causes of Post-Traumatic Stress Disorder in Roya made it easy for the writer to analyze in depth about the consequences of what Roya experienced. For the second part, the writer analyzes the effects of Post-Traumatic Stress Disorder experienced by Roya, starting from sentences to dialogues will be included and then added with the use of applied theories to revive the relationship between theories, symptoms, effects and causes of Post-Traumatic Stress Disorder.

### ***The Cause of Post-Traumatic Stress Disorder Suffered by Roya***

There are four distinct causes that have the potential to contribute to the development of post-traumatic stress disorder: genetic causes, causes related to brain structure, causes related to the environment, and psychological causes (Davison, 2006). In this section, the writer found one definite cause of the four cause of Roya experiencing Post-Traumatic Stress Disorder in the novel *The Stationery Shop*.

- **Environmental Causes**

Individuals who have a history of traumatic experiences and high levels of stress are more likely to develop post-traumatic stress disorder (PTSD) than those who do not have an equivalent background to theirs in the past (Davison, 2006). The fact that a person goes through, witnesses, or gains knowledge of an event that includes death, threats of death, war or combat, threats involving weapons, terrorism, bullying, physical violence, serious injury, or sexual harassment are all examples of things that can cause post-traumatic stress disorder (APA, 2013). Environmental factors are the causes of post-traumatic stress disorder, which occurs when a person's surroundings is dire and he or she either experiences or observes a dreadful incident that threatens his life or the lives of others he cares about. The main character in the novel *The Stationery Shop*, Roya, suffers from post-traumatic stress disorder (PTSD), and one of the contributing factors to her condition is the environment.

Roya's life was full of fear, even in what was supposed to be a safe place for students. One day the principal of Roya's school announced to the whole community at the school for them to identify or find out who was circulating communist newspapers among them with the aim of punishing the person who had provided the information. The data below shows that Roya's friend is an activist who spreads facts about the communists. However, as a result of this action, Roya's friend was attacked by the communists.

*Roya knew it was Jaleh Tabatabayi who passed those pamphlets under desks and at recess, hidden in parchment. She wondered how Jaleh had access to such political papers. How she even dared to get them in the first place. Then, at dismissal, the police had shown up, bearing a megaphone, guns, and a water hose. Abbas, the school door guard, helped the thick-necked policemen attach the water hose to a faucet in the yard. Just as Jaleh walked out of school, the policemen turned on the hose and aimed the force of the water at her. She sailed into the air to avoid the hissing snake of water. She landed with a thud smack in the middle of its force. (Kamali, 2019)*

The data above illustrates that Roya is facing a horrible situation. Seeing how her friend only wanted to show the truth about communism but she couldn't help her friend. Roya witnessed an unusual situation in her school environment, the quotation "**the police had shown up, bearing a megaphone, guns, and a water hose**" shows that Roya is in a tense situation even in a place where there should be no violence. Roya feels disappointment, anger and deep sadness for not being able to help her friend and she realizes that this is a result of an action when we oppose the criminals. In the quotation "**the policemen turned on the hose and at the time the force of the water at her**" it shows that Roya clearly witnessed how her friend was tortured using a water gun with big force that made her fall which can be seen from the quotation "**She sailed into the air to avoid the hissing snake of water. She landed with a thud smack in the middle of its force**". Therefore, this frightening environment causes post-traumatic stress disorder as Roya witnesses a gun-involving threat against her friend (APA, 2013).

Roya is a student who lives in an environment full of heartbreaking events. She often faces many unexpected and scary moments. Roya's favorite place in all of Tehran is Mr. Fakhri stationery shop. Roya always comes to Mr. Fakhri place to just chat with him or read Rumi's poetry book. By that time, the summer of 1953, the political divisions were deepening, people were engaged in debates and street demonstrations that referred to the great coup d'etat. Roya and Mr. Fakhri opted for pro-Mossadegh. Mr. Fakhri knows Roya personally and knows what she likes. He is the owner of a stationery shop called "Stationery Shop" which had owned the shop for as long as Roya could remember. Mr. Fakhri is a shop owner, friend, best friend and second father to Roya who will always understand her and provide a place to protect herself from the rioting protests in Tehran, Iran. On August 19, 1953, Roya wanted to meet with Bahman at Sepah Square at 12 noon. When Roya walked towards the place where they were planning to meet, it turned out that many people were flocking to the square as well. Thousands of people with a suffocating smell of anger. They do not just gather, they try to move, march towards a goal. Roya realized that they were moving towards the prime minister's house. Their cry for his death. She could barely move, there were so many people around her and all over the square. She got stuck and kept trying to push to get out of time. She felt short of breath, weak, dizzy and wanted to scream. Suddenly there was Mr. Fakhri, he screamed for Roya then he grabbed Roya to get out of the crowd.

*His voice was drowned out by gunshots. Shouts filled the air. The smell of sulfur stung her nostrils. From her peripheral vision, she saw two tanks at the edge of the square. It couldn't be. She shock off Mr. Fakhri and swerved to see better. The bastards. Soldiers stood on the tanks waving pieces of paper that looked like money. Next to her she felt something shift, slump, sink to the ground. "Mr. Fakhri!" he lay on the ground, writhing. Blood spread across his chest. She squatted down and grabbed his arms and screamed, "He's been shot, he's been shot!". (Kamali, 2019)*

The data above explains that Roya witnessed how Mr. Fakhri was shot by the army. In this case, Roya described how the situation she felt at that time. The quotations "**His voice was drowned out by gunshots**", and "**she saw two tanks at the edge of the square**" are the facts that Roya goes through, witnesses, or gains knowledge of an event that includes threats involving weapons (APA, 2013). Mr. Fakhri tries to talk and help then get Roya out of the crowd, but Roya pushes Mr. Fakhri to stay out of her sight for a while because Roya wants to see soldiers standing on tanks and holding guns as if they are ready to kill people in protest. The quotations "**he lay on the ground, writhing**", and "**Blood spread across his chest**" are the situations and facts that Roya witnessed and she was in a terrifying environment where Mr. Fakhri was seriously injured by being shot in a battle between the residents and the army, the fact that Roya witnesses of an event that includes serious injury are all examples of things that can cause post-traumatic stress disorder (APA, 2013). She saw threats involving firearms, tanks, and chemicals to paralyze large crowds and it can be seen in the quotation "**The smell of sulfur stung her nostrils**". The fact that Roya participated in a large-scale demonstration, experienced threats from the army involving weapons and chemical gas, and watched Mr. Fakhri being shot are all examples of circumstances that can lead in post-traumatic stress disorder (APA, 2013). The data below also shows that Roya is in a situation or condition where Mr. Fakhri is on the verge of death.

*Shouts and warnings and noise all around. Two rivulets of blood streamed from Mr. Fakhri's eyes and ran down his face. She touched his soaked shirt, his bloody torso. Suddenly, She she was shoved aside. A man straddled Mr. Fakhri's body and pumped his heart with both hands while other men and women hovered and bustled and tried to help. In the midst of the din-so loud it swallowed all noise and grew into a kind of silence- she heard only one sound clearly, crisply. The tear of cloth. A melon-colored piece of someone's clothing was wrapped around Mr. Fakhri's upper chest, around his heart. Soon it was soaked red. Mr. Fakhri's eyes looked to the left of the square, toward the embassies, toward the street that held his shop. Roya followed his gaze. Maybe it was gunpowder or her own blurred vision from tears, but she thought she saw a cloud of smoke rise from that direction. Before she could be sure, the man pumping Mr. Fakhri's chest collapsed over him. "He's gone!" he cried. (Kamali, 2019)*

The quotation **"Shouts and warnings and noise all around"** shows that the environmental conditions at that time were far from conducive and safe, people screamed because they were hurt. **"Two rivulets of blood streamed from Mr. Fakhri's eyes and ran down his face"** shows that Roya witnessed how Mr. Fakhri was bleeding profusely because he was shot. Therefore, Roya witnesses a terrible occurrence including death and major injuries, which can result in post-traumatic stress disorder (APA, 2013). In addition, the quotation **"she thought she saw a cloud of smoke rise"** shows that Roya saw a puff of smoke, which she later realized came from the Stationery Shop fire. Roya feels guilty for making Mr. Fakhri decide to protect her from harm. In the end, Mr. Fakhri died in protest right at her feet, and the incident led to Roya's post-traumatic stress disorder. Roya's experience in the massive demonstrations to overthrow prime minister Mossadegh and the death of Mr. Fakhri in front of her eyes has given her a traumatic experience. It is inevitable that Roya is in a scary environment and feels guilty for causing Mr. Fakhri to be shot. These bad memories, bad realities, and inhuman experiences lead to post-traumatic stress disorder for Roya.

### ***The Symptom of Post-Traumatic Stress Disorder Suffered by Roya***

This subchapter describes the symptoms of Post-Traumatic Stress Disorder that Roya experiences in *The Stationery Shop*. Roya got post-traumatic stress disorder after witnessing the horrifying events of the political demonstrations in Tehran in 1953. After losing her dearest friend, Mr. Fakhri, she developed symptoms of post-traumatic stress disorder. This terrible event affected Roya's mental health, and she developed symptoms of post-traumatic stress disorder. After experiencing a traumatic event, one of three symptoms of post-traumatic stress disorder is shown by the character Roya.

- **Avoidance Symptoms**

Avoidance symptoms are divided into two, the first is avoidance or attempts to avoid distressing memories, thoughts, or feelings about or closely related to the traumatic event. The second is avoidance or attempts to avoid external reminders (people, places, conversations, activities, objects, situations) that evoke sad memories, thoughts, or feelings about or are closely related to the traumatic event (APA, 2013).

Roya tried to avoid situations that gave rise to memories of that horrific experience. Her attempts to avoid painful experiences are an example of a symptom of avoidance. A person experiencing symptoms of post-traumatic stress disorder will usually avoid being near the scene of the horrific incident. A person who has experienced a traumatic event may try to avoid anything that elicits memories of the event, including sights, sounds, smells, and even other people. Some people believe that the best way to prevent themselves from dwelling on painful experiences is to occupy themselves with something else, this is also what Roya does. People who suffer from post-traumatic stress disorder may have difficulty connecting their feelings or expressing their feelings to others. Roya is faced with a troubling event, she experiences numbness of their emotions, to the point where she tries to separate herself from others.

This condition had appeared on Roya. The avoidance symptoms of post-traumatic stress disorder in Roya's personality have emerged after she lost Mr. Fakhri. The quote below is a symptom that Roya showed during the four months after Mr. Fakhri's death.

*She thought of the days spent in Mr. Fakhri's stationery shop. She avoided that street entirely now. She couldn't bear to go near it, not with all the memories it held, not after she'd seen it scorched. (Kamali, 2019)*

From the data above, the writer found that Roya always thinks about the days she spent in the stationery shop with Mr. Fakhri, Bahman and other friends. She was also unable to cross the path she normally which can be seen from the quotation "**She avoided that street entirely now**". Therefore, this is a form of avoidance to avoid external reminders (places) that evoke sad memories, thoughts, or feelings for Roya (APA, 2013). She can not even come close or walk on the streets because so many horrible things happened and and this can be seen from the quotation "**She couldn't bear to go near it**".

Roya also avoids her family by leaving her home and environment which makes her feel guilty about Mr. Fakhri. This is an act of avoiding the symptoms of post-traumatic stress disorder she suffered. Roya decides to leave everything and hopes she can start a new life.

*It was impossible in this city to continue as before. Maybe baba was right. She should leave Tehran. At least for a few more years, she would get her sense back. **She would be away from the spot where Mr. Fakhri had fallen and from the charred remains of the shop** which someone had said would be rebuilt as the branch of a bank. (Kamali, 2019)*

One of the symptoms that arise when a person experiences post-traumatic stress disorder is avoidance symptoms. Avoidance symptoms make a person who has experienced a traumatic event become more aware and tries to avoid events that can lead to certain traumatic experiences as before. With a lot of stress experienced in her psychological state and mind, this situation made her decide to leave the house and it can be seen from the quotation "**She would be away from the spot where Mr. Fakhri had fallen and from the charred remains of the shop..**". Individuals usually make a deliberate effort to avoid activities, objects, situations, or people that evoke memories of the event (APA, 2013). Therefore, this is the avoidance or attempt to avoid external reminders (places) that evoke, thoughts, or happy feelings about Mr. Fakhri's death. This new habit she did was intended as a form of escape and the search for peace that she did not get at home or the environment. She thought that avoiding the neighborhood she lived in would erase her bad memories of Mr. Fakhri. Day after day, Roya kept on remembering the traumatic events she had experienced since the coup. Therefore, going to a new place becomes a distraction from grief.

### ***The Effects of Post-Traumatic Stress Disorder Suffered by Roya***

In this sub-chapter, the writer concentrates on examining the impact that Roya's life has had as a result of her suffering from post-traumatic stress disorder. Roya's exposure to a traumatic experience, which in turn impacts her psychological illnesses is the cause of the negative effects that post-traumatic stress disorder has on her mental health.

- **Mind Change**

Roya decided to go to California to stay away from her environment which caused Roya to always remember the traumatic event. Even though the person with post-traumatic stress disorder lives far from where the bad experience occurred, his or her mind still seems to be where the unfortunate event occurred. One day, Roya met someone who created a stationery shop in Newton. When they talked Roya felt uncomfortable. She felt that whenever he told her about a stationery shop, all she thought about was the stationery shop in Tehran which burned down in the coup. This quotation shows how Roya reacted when she heard the story about a bookstore where it wasn't a place where the traumatic experience took place, but it did remind her of the traumatic event. "**She felt like she might drown all over again. Remembering the shop in Newton also made her see the one in flames in Tehran**" (Kamali, 2019).

The effects of post-traumatic disorder can be seen in how the disorder causes clinically significant distress or impairment in social, occupational, or other important functions (APA, 2013). The quotation "**She felt like she might drown all over again**" shows that Roya is experiencing Derealization. Derealization is environmental experiences that are unreal or repetitive for examples; the world around the individual is experienced as unreal, dreamlike, distant, or distorted (APA, 2013). Based on that sentence, Roya showed that her world felt like a dream and she felt like she might drown all over which ia an unreal situation. This memory clearly disturbs

Roya. Therefore, this is an effect of post-traumatic stress disorder because the disorder causes clinically significant suffering or impairment in social.

- **Feeling Changes**

Post-traumatic stress disorder has had an impact on Roya's mood swings. Feeling the change has affected her life after she came to the state that a change appeared in her mentality, as she always felt sadness and depression. This condition is a negative impact of a woman who has traumatic memories during a coup situation in her area. Even though Roya has moved and has a peaceful environment to live in, the history of the traumatic events of the coup in Tehran still follows her and makes her feelings change. The writer found some changes in her feelings.

*Even awake, she could feel Mr. Fakhri in the stationery shop as it used to be, taking inventory of his stock, organizing the translations of authors from all over the world. She could see him dust the table that carried volumes of poetry, including the one in which she and Bahman had passed their notes. He had opened up a world of possibilities for her, offering a place where her dreams had formed into a viable path, where she had escaped the tumult of politics and found refuge. Where she had fallen in love.. he was gone. **He was gone, and but for the grace of God, it could have been her. Quite possibly should have been her.** It was something she would always carry, like a scar, like a cold truth, like the sizzling embers of the shop's remains embedded in her skin, like the body of Mr. Fakhri carried invisible above her extended arms forever. Now that Mr. Fakhri was gone, she thought about him more than ever. What personal pain he carried inside, she did not know. (Kamali, 2019)*

The quotation "**Even awake, she could feel Mr. Fakhri in the stationery shop..**" shows that even when Roya was conscious, she still felt the presence of Mr. Fakhri. This is a form of Depersonalization: unreal feeling about someone's presence (APA, 2013). Roya sensed that Mr. Fakhri was present near her and seemed to be doing his usual activities when in reality Mr. Fakhri has died.

Depression is an emotional condition that is usually characterized by extreme sadness, feelings of meaninglessness and guilt (Davison, 2006). In the quotation "**He was gone, and but for the grace of God, it could have been her. Quite possibly should have been her.**" shows that Roya experiences negative changes in cognition and mood associated with traumatic events (APA, 2013). Persistent and distorted cognition about the causes or consequences of Mr. Fakhri's death that led Roya to blame herself (APA, 2013). Roya feels burdened by his death and feels that for this incident she will bear all the burdens as described in the following quotation "**It was something she would always carry, like a scar, like a cold truth, like the sizzling embers of the shop's remains embedded in her skin, like the body of Mr. Fakhri carried invisible above her extended arms forever.**" Therefore, Roya experienced a feeling change in the form of sadness and depression.

Roya's change in feelings has also been made clear by Baba, Roya's father. Since the death of Mr. Fakhri, Roya's closest person, realizes that Roya's psychological condition is getting worse. Her father told her that this was fate. Living in an environment full of political unrest is their way of life. Roya always locked herself in her room. Baba asked her to immediately move on and re-arrange a good future. Baba informed her that there was an opportunity to go to study elsewhere besides Tehran, with this opportunity her father hoped that she would recover from the traumatic event. Baba also told her that her sister, Zari, would accompany her. However, Roya still feels a deep and never ending sadness. The quotation below shows how Roya's feelings have changed.

*"We need to join the modern way of thought. If my boss is willing to help, if they have this opportunity, why not try? They will come back. They will get an education that is beyond anything we ever dreamed. And then they'll come back to us." Baba mentioned to Roya. **For months she is done nothing but cry, she is becoming depressed and bitter here.**" Roya felt herself grow small. Her role had become that of the jilted lover, the object of pity and shrugs. It was beyond humiliating. (Kamali, 2019)*

Individuals with post-traumatic stress disorder experience disturbances for more than 1 month (APA, 2013). Based on the data above, Roya was depressed and always cried because of Mr. Fakhri death for four months. Individuals will also experience persistent negative mood states (e.g., fear, horror, anger, sadness, guilt, shame) beginning or worsening after exposure to the event (APA, 2013). In this case, Roya is also in a state of persistent negative mood which is sadness that worsens after the events of Mr. Fakhri and it can be seen in the

quotation “**For months she is done nothing but cry, she is becoming depressed and bitter here**”. This indicates that Roya felt depressed as a result of traumatic incidents (Davison, 2006).

- **Behavior Changes**

The effect of post-traumatic stress disorder on Roya's behavior changes is related on her mental condition. Changes in Roya's behavior can be seen in the following quotation below.

*Roya had told her parents that she would never marry nor go near another boy. In the four months since she'd stood in that square, waiting for Bahman, seeing Mr. Fakhri die, she had mostly stayed home. Cried in her room with the door shut, barely ate, felt empty. High school was done anyway, and her plan had been to start a new life with Bahman, so without that. she actually had nothing. (Kamali, 2019)*

The data above shows how Roya deals with the effects of traumatic experiences. After Roya saw Mr. Fakhri died, seeing fires all over the road, especially the Stationery Shop, Roya experienced a change in behavior felt by those closest to him. There are seven behavioral changes in people who experience Post-Traumatic Stress Disorder; croup or have a trouble in breathing, having trouble in sleep, heart throbbes, lose appetite, isolate his or herself from society, easy to get shock, and dizzy and fainted (Davison, 2006). In the character Roya herself in the novel, in the data above she is identified as isolating herself from society for four months after the traumatic event and it can be seen in the quotation “**In the four months since she'd stood in that square**, waiting for Bahman, **seeing Mr. Fakhri die, she had mostly stayed home**”. She also lost her appetite, she did not even eat as can be seen in the quotation “**barely ate**”. All she did was cry in her room with the door closed. Roya chose to avoid the people closest to her and her environment and felt she deserved to torture herself, distancing herself from the social environment due to the death of Mr. Fakhri.

In addition, after Roya left the city of Tehran with the aim of eliminating bad and traumatic memories, Roya tried to stay away from places that reminded her of the bad incident. For example the Mr. Fakhri's stationery shop and it burns in riots, or when there are demonstrations and crowds. However, one time Roya was in a situation where she had to enter a stationery shop to meet her acquaintances. Roya hesitated but she kept trying. However, just entering the stationery shop, Roya immediately experienced a change in behavior. The quote below shows how Roy's behavior changes.

*When she opened the door of the shop, a familiar chime rang out. It had been a long time since she'd been in a store with one of those bells..  
"Find everything okay?". A man with salt-and-pepper hair, olive skin, and dark eyes stood by a door in the back.  
"Oh yes-" Her voice caught. **She was suddenly dizzy. Her chest tightened and the room began to swim.**  
"Are you all right?" the man asked. His voice. His voice was like something she should know.  
"Of course." But **she was sinking.** "Please, may I sit?"  
He came to her and gently took her arm. He helped her behind the counter to a chair with a pink cushion. She slid onto the chair with relief and leaned back. **Her forehead throbbed.**  
"Ma'am? Can I get you some water?"  
"No, no. **I just need to catch my breath.**" (Kamali, 2019)*

The data above shows how Roya's body reacts when faced with situations that remind her of bad memories. The Stationery Shop owned by Mr. Fakhri has the same old chime as the stationery shop she visits. Suddenly she felt her body resist and couldn't bear to stand there. In the quotation “**She was suddenly dizzy.**” shows that Roya experienced a behavior change; easy to get shocked and dizzy when in a bookstore (Davison, 2006). When the shop owner noticed Roya's presence and Roya was behaving strangely, he approached Roya to make sure she was okay. However, Roya's condition has changed drastically. She felt dizzy suddenly, her chest was tight. Also, in the quotation “**I just need to catch my breath**” shows that Roya experienced a behavior change; have a trouble in breathing (Davison, 2006). She felt like she was in the ocean so it was difficult to breathe, her forehead was throbbing in pain. This behavior cannot be controlled by Roya so that it interferes with Roya's loss of control, this behavior change certainly interferes with Roya's activities. Changes in behavior in Roya like this are the effects of Post-Traumatic Stress Disorder. If this condition is left alone for a long period of time, the sufferer can no longer be active and feel like ending bad memories by isolating herself from society,

not going out of the house, or deciding to leave the world because he or she is always aware and remembers of a traumatic event.

## CONCLUSION

Based on this explanation, the writer summarizes the findings of the post-traumatic stress disorder experienced by the main character Roya in the novel *The Stationery Shop* (2019). The writer concludes that Roya experienced the symptoms and effects of post-traumatic stress disorder. This can be seen in Roya's character, actions, and behavior through sentences, quotes and dialogues between other characters that describe post-traumatic stress disorder.

This research describes Roya's post-traumatic stress disorder's causes, symptoms, and effects. The causes of post-traumatic stress disorder are divided into four categories in this research: genetic factors, environmental factors, brain structural factors, and psychological factors. In *The Stationery Shop*, the writer identifies one definite cause among the four causes of Roya's Post-Traumatic Stress Disorder. Roya observed an uncommon situation at her school, as the police had arrived with a megaphone, firearms, and a water hose. Multiple sources of traumatic situations contribute to Roya's post-traumatic stress disorder in *The Stationery Shop*. The terrible death of Mr. Fakhri, the owner of the Stationery Shop, during a major communist protest to overthrow Prime Minister Mossadegh is the primary cause of Roya's post-traumatic stress disorder. Roya also observed the Anti-Mossadegh police officers' cruel and inappropriate treatment of her friends Jaleh and Bahman. The communists beat, tortured, and murdered Roya's loved ones. Roya could not accept her friend's awful death. This terrible event led to the development of post-traumatic stress disorder in Roya, especially when she returned home and isolated herself for an extended period of time.

In addition, the symptoms of post-traumatic stress disorder have been categorized into three categories: re-experiencing, avoidance, and arousal symptoms. The writer discovered the avoidance symptoms indicated by Roya. Roya attempted to avoid circumstances that triggered recollections of that horrifying event. Roya continued to recall the horrible incidents she had endured since the coup every day. The symptoms of post-traumatic stress disorder began to influence her mental condition. The death of Mr. Fakhri appears to motivate Roya to avoid all inquiries from her acquaintances on the massive political demonstration.

Finally, the writer found three impacts of post-traumatic stress disorder include changes in feelings, behavior, and thoughts. The writer identified the three effects Roya experienced. These include unreal or recurrent environmental experiences; Roya perceives the world as unreal, dreamy, remote, or distorted. Roya's mood changes have been influenced by her post-traumatic stress disorder. Feeling the change affected her life after she reached the point where a mental shift occurred, as she always felt sadness and depression. Roya is isolating herself from society for four months. She had also lost her appetite. Due to Mr. Fakhri's death, Roya preferred to avoid the people closest to her and her environment and believed she deserved to suffer herself, separating herself from her social environment. This research concludes by examining how the post-traumatic stress disorder shown in Roya's character reflects the causes, symptoms, and effects of post-traumatic stress disorder that she experienced in *The Stationery Shop* novel.

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## THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC

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### Abstract

One of the problems and inhibitions of students' learning development is anxiety. Students in Indonesia learn online from home in an effort to limit social restrictions during the pandemic covid-19. From this online learning, there is also anxiety felt by students. The purpose of this study is to find out what are the anxieties felt by students in online learning during this pandemic that have an arrelation with their last GPA score and EPT (English proficiency test) score. This research was designed using quanatitative correlational study with independent variables. The data of this study was taken from English Education Students of Universitas Teknokrat Indonesia and the sample obtained in this study was 39 students' who takea Quantitative Research class. The instruments used in collecting the data are questionnaire and the last GPA & EPT score. Statistical analysis of Pearson product-moment correlation and SPSS software was used to find the correlation between the variables. The result of this study showed that there were negative correlation between anxiety and students' GPA and EPT scores. The correlation was 0.925, and the t-table was lower than the T-test. As a result, it is entirely possible to conclude that anxiety has a statistically significant impact on student achievement.

**Keywords:** Anxiety, GPA score, EPT score, SPSS

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## INTRODUCTION

The WHO announced a novel corona virus outbreak in January 2020. COVID - 19 infection as a public health problem of global relevance (WHO, 2020). It controls community constraints such as school hours, public transit operations, work from home, and soon. The community's movement is restricted by this policy. Religious, economic, educational, and social psychology have all been impacted by the regulations and constraints. Despite the fact that the local government has strengthened the rule, some people are still required to work outside, according to the media (Laksono et al, 2020).

During COVID-19 ,the restriction of community mobility has the potential to cause anxiety, sadness, and tension in the society. Environmental, emotional, and physical factors are only a few of the elements that influence anxiety. When people are told to stay at home, they may become anxious. As a result of the suppressed situation, it led to a domino theory. Anxiety, according to Bourne (2010), is a physiological, behavioral, and psychological emotion all rolled into one. People, for example, are unable to engage in routine daily activities, communicate with their social group, or participate in religious events outside of their homes, among other things (Mukhtar & Rana,2020).

College students' are notorious for having a high prevalence of psychological problems. One of the most significant affective factors influencing college students' foreign language learning is anxiety

(Wang and Zhang,2021). Anxiety is an emotional disorder that has cognition, somatic, emotional, as well as behavioral components (Ahmed et al., 2009). Anxiety continues to be the most common problem in student assessments of psychological symptoms, which can influence students' motivation, focus, and social relationships, all of which are critical for academic success (Son et al., 2020).

Low self-confidence, manifested in low self-esteem connected with writing and speaking, can contribute to anxiety in a second language classroom (negative affectivity, fear of failure, or fear of evaluation). Anxiety levels are strongly influenced by negative self-perceptions of language skills (Cheng et al., 1999). Students' have anxiety regardless of their preparedness for learning a language; for example, they are concerned about what others will think of them when they perform their English, the familiarity of the topic utilized in English learning, how low their accomplishment may be, and so on (Ningsih & Agustin,2022). Students' with all these diseases are at risk of low academic achievement and a lack of interest in college activities. This can include a lack of academic involvement, bad relationship with lecturers and peers, and a disinterest in pursuing passion and making plans for the future.

As said above, anxiety can affect student learning, especially in this pandemic period which is all online and the lack of interaction in the lecture environment that leads to a lack of achievements they get during this learning. Language anxiety may inhibit students' progress in mastering important language skills, thus further affecting their motivation to attend the class (Khodaday & Khajavy, 2013). This can trigger a decrease in the results of their English proficiency test score and can also decrease the results of their GPA which previously had no decrease or decrease but not much as this pandemic situation. Al-Shboul et al. (2013) found that language anxiety effected both the learning process and the results achieved by students'. Because of the limitations during online learning that cause students' to become anxious, they anxiety about whether can follow the lectures well, anxiety about the value they will receive, because learning normally and face-to-face is usually easier for students' to accept.

According to Hashempour (2014), anxiety can have a negative effect on educational occurrence success and activities because people with anxiety disorders are self-occupied. As a result, most of their energy that could be used in their learning experience and help to increase their academic progression is wasted, which results in negative impacts. Although some research has suggested that moderate anxiety increases in foreign language learning (Park and French, 2013).

A discussion of the correlation between EPT and GPA score with anxiety conducted in this paper, which will include information from a variety of reliable sources so that researchers can collect and study this document. In other words, this study will expand on the relationship between EPT and GPA score and anxiety by citing research that has already been reviewed. It suggests that increased anxiety in studying English has resulted in a decrease in the learners' score. Learners who are less anxious about learning English, on the other hand, scored significantly higher (Pratiwi et al. 2019). Therefore, the research aims at investigating the correlation between the students' anxiety and their GPA and EPT score in learning English as foreign language in the context of University Students' of English Education 18

## **RESEARCH METHOD**

Purposive sampling was utilized as the sampling methodology in this study, which was planned as a quantitative correlational research. It is a non random method that does not require various theories or a pre determined number of participants. Simply said, the researcher determines what needs to be understood and then seeks out persons who can and are willing to supply the information based on their expertise or experiences (Etikan et al, 2016). The participants in this study were English Education students' at Universitas Teknokrat Indonesia, with a sample size of 39 students' in a Quantitative Research course. An online questionnaire, EPT score, and GPA score were utilized to

collect data in this study. The researcher adopted Hismanoglu (2013) questionnaire, consisting of a 20-item survey questionnaire. The result determined by using SPSS software version 20.

### **FINDINGS AND DISCUSSION**

This study seek to reveal the correlation between Anxiety that affect students' GPA and EPT score. The finding is taken from analysis questionnaire consisting 20 items. The data were collected through a questionnaire consisting of 20 items and then distributed to all students' who took the Quantitative Research class. Then the data is analyzed using the SPSS application version 20. The result can be seen in the following data and the table.

The 1 test to be conducted was the reliability test. A reliability test is one that is conducted to assess an instrument's level of reliability. If the instrument's reliability is improved, it will become more reliable. Then, of course, it has its provisions for making a reliable decision. According to Taherdoost (2016), an instrument is dependable if its reliability value is more than 0.6

Tabel 1. The Reliability of Instrument.

Cronbach's Alpha	N of Items
0,925	20

Based on table 1, it can be seen that the reliability of the questionnaire is indicated by the value of Cronbach's Alpha 0,925 which means reliable. In this study the students' achievement as well as proficiency were measured. The students' achievement is indicated by grade point average (GPA), while proficiency is indicated by the result of English Proficiency Test (EPT). The result can be in the following table.

And the 2 test is about to find out students' GPA (Grade Point Average) and EPT (English Proficiency Test) minum score, maximum score and Std. Deviation.

Tabel 2. The Result of Students' GPA and EPT.

	N	Minimum	Maximum	Mean	Std. Deviation
GPA	39	2,00	3,94	3,4408	,44092
EPT	39	313,00	553,00	448,79 49	55,28214
Valid N (listwise)	39				

Table 2 points out that the result of students' achievement indicated by GPA has the minimum score of 2,00 and the maximum score is 3,94 with mean score 3,44. Meanwhile, for EPT score, the minimum grade is 313,00 while the maximum grade is 553,00 with mean score 448.

The 3 table is about the result of questionnaire that the researcher get from the participants.

Table 3. Reports of Anxieties from students'

No.	Statement	N		
			Mean	SD
Q1	I never feel quite sure of myself when I am speaking in my Online foreign language class.	39	3,03	1,16
Q2	I don't worry about making mistakes in language class	39	3,18	1,27

Q3	I tremble when I know that I'm going to be called on in online language class	39	2,92	1,06
Q4	It frightens me when I don't understand what the lecturer is saying in the foreign language	39	2,77	1,11
Q5	It wouldn't bother me at all to take more foreign language classes	39	2,95	0,92
Q6	During online language class, If in myself thinking about things that have nothing to do with the course.	39	3,18	1,00
Q7	I keep thinking that the other students' are better at languages than I am	39	3,13	1,32
Q8	I am usually at ease during tests in my online foreign language class	39	3,15	0,87
Q9	I start to panic when I have to speak without preparation in online language class.	39	2,82	1,45
Q10	I worry about the consequences of failing my online foreign language class	39	3,00	1,38
Q11	I don't understand why some people get so upset over online foreign language classes.	39	3,08	0,90
Q12	In language class, I can get so nervous If forget things I know.	39	3,05	1,38
Q13	It embarrasses me to volunteer answers in my language class.	39	3,00	1,00
Q14	I would not be nervous speaking the foreign language with native speakers.	39	2,92	1,04
Q15	I get upset when I don't understand what the lecturer is correcting.	39	2,90	1,07
Q16	Even if I am well prepared for language class, I feel anxious about it.	39	3,26	1,21
Q17	I often feel like not going to my online class.	39	3,03	1,09
Q18	I feel confident when I speak in foreign language class.	39	3,08	1,16
Q19	I am afraid that my language lecturer is ready to correct every mistake I make.	39	3,03	1,20
Q20	I can feel my heart pounding when I'm going to be called on while online class meeting.	39	3,10	1,17

Based

on table 3 it can be found that students' have problems in themselves, or can be told that anxiety in the learning process is happening, especially in this pandemic period, from some questions pertaining to what they feel while studying, there are things that can increase their anxiety levels which affect their learning process. Based on the results, it is not concluded that the average student feels too high anxiety but is too low nor has any anxiety. From the 20 questions that asked through questionnaires, most of them chose neutral answers. It's suggested that they weren't always concerned about their learning during this college, but there were some answers from them that showed a high level of anxiety in some questions such as question number 20, 16, and 6.

The 4 table is about the result of students' correlation between GPA (Grade Point Average) score that affected students' anxiety.

Table 4. correlation between GPA score with students' anxiety

		GPA	Students' anxiety
GPA	Pearson Correlation	1	-,248
	Sig. (2-tailed)		,129
	N	39	39
Students' anxiety	Pearson Correlation	-,248	1
	Sig. (2-tailed)	,129	
	N	39	39

Based on table 4, on Pearson correlation the researcher got 0,-248 it means based on the results that the researcher got the negative correlation between students' anxiety. Students' GPA score is -248 which mean less anxiety score, the higher GPA score that students' got, then for the sig 2-tailed the researcher got 0,129 which means there is no significant correlation between two variables, because basically the sig 2 - tailed should be <0,05.

And the 5 table is about the result of students' correlation between EPT (English Proficiency Test) score that affected students' anxiety.

Table 5. correlation between EPT score with students' anxiety

		EPT	Students' anxiety
EPT	Pearson Correlation	1	-,239
	Sig. (2-tailed)		,143
	N	39	39
Students' anxiety	Pearson Correlation	-,239	1
	Sig. (2-tailed)	,143	
	N	39	39

Based on table , the correlation between EPT score with anxiety, the researcher found that the score was 0,-239 it means negative correlation. So the less anxiety score, the highest EPT score that students' got, then for the sig 2 - tailed the reseacher got 0,143 which means there is no significant correlation between two variables because basically the sig 2-tailed should be <0,05.

Based on the findings that the researcher got, from the 39 samples that have filled out the questionnaire there is a fact that there is anxiety that they experienced during online lessons in this pandemic. The data that the researcher have been analyzed, the data showed that the anxiety affected students' last EPT and GPA score wich shown on table 1 to table 5The researcher analyzed the data by using instrument that has been reliable by using the reliability test that showed the result of cronbach's alpha more than 0.6, and the result from the questionnaire demonstrated that the students' have anxiety in learning process. The correlation between students' GPA score and anxiety showed the result of negative correlation which mean the level of anxiety can affected the students' GPA score if the students' feeling more anxious, so the they got lower score of GPA score which mean that there is no significant corellation between two variables. And the correlation between EPT score and anxiety also showed the result of negative correlation that the lower the anxiety score, the higher the EPT score that students' acquire aslo stated that there is no significant correlation between two variables.

Anxiety symptoms may occur on their own or in connection with those of other emotional disorders (Pan, 2020). It is possible that it can affect your physical and mental health. Cold toes, a racing heart, cold sweats, headaches, a loss of appetite, insomnia, and chest tightness are some of the physical signs. Fear, inability to concentrate, restlessness, and an urge to flee reality are some of the emotional symptoms (Morgan, 2020). In a brief, anxiety is characterized by fear or concern in potentially dangerous circumstances, leading to confusion and apprehension about the future (Sheherazade & Tsang, 2015).

This type of social activity is typically conducted in public areas where everyone can see it. However, with the restriction of human physical distance exercise during the COVID-19 outbreak, a number of mental and psychological issues will arise, which have become a human habit (Fraser et al., 2020).

This depression is also affected by a large number of students' and community members who carry out activities to return to their area of origin since universities, schools, and even offices take steps to be temporarily closed and online learning, and there are also many people doing activities outside the home due to socio-economic factors such as living needs and finding government assistance, this is also in line with previous studies of different countries issuing travel alerts and bans, as well as expanding vacation days (online learning), in order to contain outbreaks that wreak havoc on daily life (Kwok et al., 2020).

## **CONCLUSION**

It can be concluded that from the research that has been done, from the 39 samples that have filled out the questionnaire there is a fact that there is anxiety that they experienced during online lessons in this pandemic. And the results of the last EPT score and the last GPA they get the result that with high levels of anxiety.

Then they will get a low score with the results of their EPT and GPA score. And if the anxiety level is low then the higher the score obtained in their EPT and GPA. Its implications are that the impact of this pandemic also has on students' anxiety in carrying out teaching processes that can affect their GPA and EPT score during this online learning.

The researcher's suggestion for improvement or further research is to conduct a study with a larger amount of data to improve the validity of the measurement. And the researcher hope for future research is to doing more observation in the field to find out what is the problem that students' going through that can make them feel anxious in collage.

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## THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT

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### Abstract

Nowadays, a wide range of professions around the world employs English as an International Language. Many people learn English to keep up with the worldwide advances in areas like education, technology, tourism, health, and economics. English is widely utilized in many facets of human life. English is additionally necessary for graduation. Students must pass the English proficiency test to graduate from university (EPT). Self-esteem, an essential component of personality, affects people's attitudes and behaviors. Self-esteem is frequently associated with good mental health, effective living, successful learning, and even a good quality of life. How people view themselves, whether favorably or unfavorably, is a measure of their self-esteem. Since self-esteem and academic performance are intertwined, the researchers want to know whether or not students' self-esteem correlates with their level of English proficiency. This study, which involved 38 participants from Universitas Teknokrat Indonesia, used the quantitative method. This study's conclusions showed a connection between students' self-esteem and their EPT score. The researchers conclude that students' self-esteem did have an impact on their EPT score, i.e., the greater their self-esteem, the higher their EPT score.

**Keywords:** *English proficiency, correlation, students' self-esteem*

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## INTRODUCTION

Currently, the use of English as an International Language has increased significantly in many occupations around the world. English is a worldwide language in which everyone interacts and communicates (Mandasari & Wahyudin, 2021). Therefore, English is becoming increasingly important in today's globalized world, so mastery of the English language is essential (Gustanti & Ayu, 2021). English is widely utilized in many parts of human life, and many people acquire it to keep up with worldwide improvements in areas such as education, technology, tourism, health, and economics (Simanjuntak, 2019; Septiyana, Safitri, Aminatun, & Mulyah, 2021; Pustika, 2021). English discourses are frequently seen or heard in our society. It signifies that English is somehow closely linked to people's lives. Someone who speaks English fluently may find it easier to communicate with foreigners. As English is considered a worldwide communication and information bridge (Novanti & Suprayogi, 2021; Amelia, Abidin, Permata, & Aguss, 2022). They may even land a high position in a substantial corporation (Sari & Aminatun, 2021).

In this era, English is the main language not only in countries that are actively touched by England only those who use it but also in many areas of business and culture which are dominated by countries that use the English language which is very useful and even necessary to know. Learning English is important and people all over the world decided to learn it as a second language. Many countries include English as a second language in their school syllabus and children start learning English at a young age. English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases the chances of getting a good job in a multinational company.

Furthermore, English is also a requirement to graduate or find a job because English is used in almost every part of life, from daily activities to professional industries, many national companies need applicants to have it as one of their qualifications (Nuryasin, 2018; Damayanti & Gafur, 2020). At the university level, students cannot graduate unless they pass the English proficiency test (EPT). The significance of academic

English knowledge at the university level is becoming clearer than ever (Wahyudin & Sari, 2018). According to (Sinaga & Pustika, 2021), English is an important topic in our educational system. The Indonesian government's concrete decisions show that English is being introduced in the curriculum. As an outcome, everyone in the globe learns English, from young children to college or university students (Noviana & Oktaviani, 2022). Ariastuti and Wahyudin (2022), define Language proficiency (EPT) as a person's ability to use the English language. In addition, one of the reasons that contributed to the spread of the English language was the modern language. People use it in different ways areas of life such as; the economy, e-commerce, medicine, air travel, etc. In addition, language is also used in tourism. These reasons motivate people to learn English.

Nowadays, the upgrade quality of human resources (HR) is highly developed and is the focus of Indonesia, among others, especially in education. Quality human resources in the field of education are indispensable in nation-building, especially in the field of development education. Quality Human Resources will be the foundation in this era of globalization, the priority of a nation to compete in the world of work in the globalization era. Many educational institutions, particularly in Indonesia, have implemented the EPT (English Proficiency Test) to assess English language skills in students who do not speak English as their first language and intend to study in college as undergraduate or graduate students (Phillips, 2003). There are three sections in the English proficiency test: listening, reading, and grammar. Students must be fluent in English to receive the highest possible score.

Self-esteem is an important aspect of personality that influences individual attitudes and behavior. According to Murk (2006), self-esteem is frequently associated with mental health, successful learning, effective living, and even the good life. The phrase "self-esteem" comes from some of the outcomes of having positive or negative feelings about ourselves, as well as how we judge ourselves favorably or unfavorably for the future of our own lives. The process of self-esteem is related to the forms of behavior a person shows when confronted with a challenge (Mustantifa & Nurmaily, 2018). Myres (2012), states that self-esteem is an individual's way of fully evaluating themselves. Self-esteem is one of the well-researched affective factors in language learning with anxiety, extroversion-introversion, inhibition, motivation, and learning styles. The results of this evaluation can be high or low. Individuals who have high self-esteem are individuals who like themselves. This preferred thing can be in the form of appearance, intelligence, or others. But if a person doesn't like him/herself, then he/she will have low self-esteem. To conclude, Self-esteem is how individuals assess themselves, either positively or negatively. As previously stated, self-esteem is associated with successful learning; therefore, the researchers wishes to evaluate whether or not students' self-esteem is connected to their English proficiency score.

The relationship between students' self-esteem and their English abilities had been studied by several earlier studies. Kalanzadeh, et al. (2013) looked at the connection between intermediate EFL students' oral (speaking) abilities and sense of self-worth. For this goal, two groups of intermediate Persian EFL students were chosen as study participants. Twenty kids were in the group with low self-esteem, whereas only 18 were in the group with strong self-esteem. Based on their answers to a self-esteem scale questionnaire, their degree of self-esteem was assessed. It was shown that there was a significant correlation between the participants' self-esteem and their oral performance based on their responses to a self-esteem questionnaire and their performance on a traditional oral examination. The outcomes of the study were not, however, deemed definitive by the researchers. To put it another way, many other aspects, such as motivation, attitudes toward the language they are going to learn, and the situation in which they are going to master the new language, are quite crucial in this respect when people come to learn a new language in a foreign context.

Satriani (2014) conducted another study to look into the relationship between English language proficiency and self-esteem in Indonesian EFL students. The questionnaire was employed as a research tool in her study to measure students' levels of self-esteem. Additionally, information on English proficiency was gathered from standardized TOEFL results. Two sessions, separated by one week, were used to administer those instruments. The association between two variables was then determined using Pearson product-moment correlation analysis on the already-existing data. Her study revealed a significant positive relationship between pupils' self-esteem and linguistic proficiency. Self-esteem was found to be a key factor affecting pupils' performance or capacity to master a language, she continued. In line with this study, Gustaman (2015) looked at the connection between Cimahi Senior High School students' self-esteem and English language proficiency. The results showed a strong correlation between students' self-esteem and their moderate level of English-speaking proficiency. This study concluded that students' success in speaking English is affected by their self-esteem.

Additionally, Marpaung (2018) examined the relationship between students' self-confidence and English proficiency, with slightly different findings than the earlier study. The participants in this study were tertiary students in the English Language Education study program at Universitas Advent Indonesia. According to the findings, there is no connection between pupils' English proficiency and self-confidence. Although it is stated from other academic research that self-confidence has a beneficial impact on pupils' English achievement.

The variables that push the researchers to look into the correlation or connection between student self-esteem and their English proficiency skills are the findings of earlier studies. In this study, the researchers

associated student self-esteem with their EPT (English Proficiency Test) results. The investigation of the connection between student self-esteem and EPT results is the major goal of the study project. With the help of this study, we hope to establish whether or not there is a connection between students' EPT self-esteem and their EPT results.

**RESEARCH METHOD**

This study employs quantitative research as the method. A quantitative approach is a research method that builds the analysis of an idea by setting narrow assumptions and using data collection to support controversial assumptions (Creswell, 2014). To achieve the objectives of this study, the researchers distributed a questionnaire through Google. This study's sample consisted of English Education students who took quantitative courses. There were 38 people who participated in this research. A Likert scale questionnaire was used to collect data. The Likert scale is a psychometric response scale primarily used in questionnaires to obtain participant preferences or approval levels with a statement or set of statements. Likert scale is non-comparative scaling and dimensionless technique (measures only one trait) in experience. The questionnaire used in this research was adopted from Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand (2013). There were 20 statements with a negative and positive statements. The positive statements gain a score of 1 for strongly disagree and 5 for strongly agree while for the negative statements 5 means Strongly disagree and 1 as strongly agree. SPSS was used to analyze the data after it was collected.

**FINDINGS AND DISCUSSION**

The objective of this study was to investigate the correlation between students' self-esteem and their EPT score at the undergraduate level. The overall outcome is shown in the data and table below. This report includes the characteristics of respondents based on their gender, as demonstrated in Table 1.

**Table 1. Characteristics of respondents based on gender**

Gander	N	%
Male	12	31,60%
Female	26	68,40 %
Total	38	100 %

As shown in the table, the participants of this research consist of 38 students with 12 male and 26 female.

**Table 2. Reliability Statistics**

Cronbach's Alpha	N of Items
,827	20

The value of Cronbach's Alpha 0,827 for the questionnaire used signifies extremely trustworthy, and indicates the reliability of the questionnaire, as shown in Table 2.

**Table 3. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Self-esteem	38	55.00	84.00	65.6842	7.02930
EPT Score	38	48.00	553.00	441.1579	82.26770
Valid N (listwise)	38				

This report provides an assessment of the student's self-esteem and proficiency. The English Proficiency Test (EPT) score was used to assess students' language skills, while a questionnaire was used to assess their self-esteem. Based on the result the minimum score of students' EPT score was 48 with 553 as the highest score. The highest score for students' self-esteem was 84 with 55 as the lowest score.

Table 4. Students' Self-esteem

No	Statement	N	Mean	Std. Deviation
S1	I can follow the lessons easily.	38	3,55	.82846
S2	I daydream a lot in class.	38	2,95	.86828
S3	I am able to help my classmates with their assignments.	38	3,58	.75808
S4	I often do my assignment without thinking.	38	2,84	.94515
S5	If I work hard, I think I can go to the Polytechnic or University.	38	3,61	.75479
S6	I pay attention to the lecturer during lessons.	38	3,74	.68514
S7	Most of my classmates are smarter than I am.	38	2,61	.82329
S8	I study hard for my tests.	38	3,66	.93798
S9	My lecturer feels that I am poor in my work.	38	3,08	.91183
S10	I am usually interested in my assignment.	38	3,45	.89132
S11	I often forget what I have learned.	38	2,84	.97333
S12	I am willing to do my best to pass all the subjects.	38	3,68	.90360
S13	I get frightened when I am asked a question by the lecturers.	38	2,89	.86335
S14	I often feel like quitting college.	38	3,29	1.06309
S15	I am good at most of my subjects.	38	3,45	.72400
S16	I am always waiting for the lessons to end.	38	2,66	.84714
S17	I always do poorly on tests.	38	3,53	.82975
S18	I do not give up easily when I am faced with a difficult question in my assignment.	38	3,45	.95003
S19	I am able to do better than my friends in most subjects	38	3,37	.71361
S20	I am not willing to put more effort into my assignment.	38	3,47	.97916

The questionnaire includes both negative and positive statements. The highest mean was obtained by statement number 6 with the statement, "*I pay attention to the lecturer during lessons.*" This indicates that most students pay attention during their class, showing their positive attitude towards learning. Statement number 7, which was "*Most of my classmates are smarter than I am.*" had the lowest mean, which was 2,61. As this was a negative statement, 2,61 indicates that more than half of the participants chose moderate to disagree, indicating that they did not believe their classmates were smarter than them. They did not feel insecure or not confident with their skill. The students' disagreement toward this statement could be seen as their self-esteem, this showed that most students believe in their abilities.

Based on the results, we could see that statement 5 "*If I work hard, I think I can go to the Polytechnic or University*" received a mean score of 3,61 that, showed that the students believe in their ability, if they work hard they will get the result that they wanted, they believe working harder would help them to be accepted in the university they wanted. It also showed that the students felt guilty if they did not work hard as they could. Furthermore, statement number 6 "*I pay attention to the lecturer during lessons*" gained a pretty high score, which was 3,74, indicating that the students showed their efforts in learning and were eager to learn. Another statement that showed their hard work in learning was statement number 8 "*I study hard for my tests.*" Which gained 3,66. The statement "*I am willing to do my best to pass all the subjects.*" Also, receive means above 3 which means the students were willing to work hard not only in specific subjects but all subjects they have. In addition, statement 18 "*I do not give up easily when I am faced with a difficult question in my assignment*" had a fairly high score, which corresponds to students' eagerness and efforts in learning. This result strengthens the previous statements, they were willing to work hard even though they were faced with a difficult question they will try to solve the problem. It showed that most students would make an effort to finish and complete their tasks in all subjects. This demonstrates that the majority of students worked hard throughout their studies.

In correspondence with students' willingness to learn, several statements demonstrate that the students have quite high self-esteem. As shown, item 1 with the statement "*I can follow the lessons easily*" mean greater than 3, indicating that the students believe they could follow and understand the lesson inside the class easily. To add in statement number 3 with the statement "*I am able to help my classmates in their assignment*" also received a score greater than 3, this showed how students believe in their ability that they were able to help their classmates in learning. They also believe that they did a good job in the most subject, this showed in their answer for statement number 15 "*I am good in most of my subjects*" which also received a mean greater than 3, and the result of statement number 19 "*I am able to do better than my friends in most subjects*" strengthens the previous statement, thus indicating that the students have pretty high self-esteem since they believe that they could do better than their friend not only in the specific subject but in the most subject. To conclude statements number 1,3,15, and 19 demonstrate students' self-esteem, reflecting that they believed in their abilities. These demonstrated that students have a high level of confidence in their abilities in the classroom. Negative statements in statements 14 "*I often feel like quitting college.*" and 20 "*I am not willing to put in more effort in my assignment.*" This suggests students' unwillingness learn receives a mean over 3, indicating disagreement. This means that students were unwilling to give up easily, even in difficult situations, and they were eager to accomplish more in their assignments, even if they were difficult. Overall, the majority of students generally behave positively toward learning.

**Table 5. Correlations between Students' Self-esteem and EPT Score**

		self-esteem	EPTScore
Self Esteem	Pearson Correlation	1	.014
	Sig. (2-tailed)		.933
	N	38	38
EPTScore	Pearson Correlation	.014	1
	Sig. (2-tailed)	.933	
	N	38	38

The Pearson Product Moment method was used to calculate the correlation since the purpose of this research was to evaluate the relationship between students' self-esteem and their English competence. The data demonstrates that the correlation coefficient between students' self-esteem and English Proficiency is 0.014. It signifies a positive relationship between two variables. This means students' self-esteem affected their EPT score. However, the correlation score was quite low, as 0.014 is near 0.

Therefore, the researchers could conclude that students' self-esteem affected their EPT score; the higher their self-esteem is, the higher their EPT score is. Self-esteem is impactful in students' competency tests, as Satriani (2014) mentions, it plays a role in students' competency tests. It showed that self-esteem had a strong impact on the English skill of the students. Self-esteem was discovered to be a significant aspect that determines students' performance or aptitude in studying a language. Aside from the integration of self-esteem into numerous language abilities, such as reading, speaking, and writing, it also significantly impacted overall English language ability. This means that increasing students' level of confidence in their learning can indeed assist them in improving their English abilities.

In addition, Gustaman (2015) determined that students with high self-esteem and confidence in their talents perform well in English lessons. As self-esteem is how students perceive themselves, we can say that when students have a high belief in themselves, they could also do well in their subject, especially in English. However, it should be noted that the correlation results found in the study on the correlation between students' self-esteem and English Proficiency Ability (EPT scores) were weak (or low degree). As a result, students with high self-esteem score perform well on the EPT; nevertheless, this cannot rule out the potential that students with low self-esteem score well on the EPT. Students with higher self-esteem, on the other hand, have a better probability of receiving a high EPT than those with low self-esteem. Overall, students' self-esteem has a positive link with their EPT scores.

## CONCLUSION

This correlation analysis concludes that there is a relationship between students' self-esteem and English proficiency ability (EPT scores). According to this study, students with good or high self-esteem have higher EPT results than students with poor self-esteem. The result of the study indicated that the association between these two variables, however, is weak. Because the Pearson Correlation measurements are close to zero, as previously stated, the correlation can be deemed to be closely related if the Pearson Correlation findings are close to one and not close to zero. Therefore, students' self-esteem indeed affected their EPT score, but this does not rule out the potential that students with low self-esteem could also achieve good scores in their EPT.

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## STUDENTS' ATTITUDES AND PROBLEMS ON QUESTION-BASED ARGUMENTATIVE ESSAY WRITING INSTRUCTION

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### Abstract

Teaching argumentative essay writing to students through questioning is prominent to provide them with sufficient skills to compete in this world. Having this in mind, this descriptive study was conducted to identify students' attitudes and their common problems in practicing argumentative essay writing skills through questioning method at DMU, in Ethiopia. To fulfill the purpose of this study, sixty management students answered the questionnaire. The results from the questionnaire revealed that all students have positive attitudes towards using the method while practicing writing. The data also revealed that inappropriate teaching method, time constraints, and large class size were the most common problems that did not allow students to apply their argumentative essay writing skills through questioning method effectively. This study recommends educators, policymakers, and other stakeholders to reconsider the attitudes and problems of university students while designing question-based argumentative essay writing teaching materials.

**Key Words:** Attitudes, Critical Thinking, practice, Problem, Questioning, Writing

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## INTRODUCTION

Higher order questioning can be a stimulator to activate students' schemata and allow students to think and to elaborate their opinions in which the language is used meaningfully and purposely while writing argumentative essays. High level questions are extremely beneficial for student learning. They are questions which require students to analyze, synthesize, evaluate, categorize or apply what they have read (Vogler, 2005; Tienken, 2010). Higher level questions do not frequently have one correct answer, but rather encourage students to produce a response which is unique to their thinking and interpretation of the text (Tan, 2007; Tienken, 2010). Research (for example, Lundy, 2008) has also shown that asking higher level questions are fundamental to student teaching.

Writing is one of the major skills in English that is considered as active or productive skills. Aldersen and Bachman (2002, p.5) define writing as a standardized system of communication and as a tool for learning that indicates students' thinking and reasoning skill. In addition, Reichenbach (2001) claims that writing is a process that assists us in producing thoughts, in clarifying our points of view or belief, and in sorting out the evidence for thinking our beliefs are true. Thus, writing achievement is the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing assessment. Although mastering writing is essential, writing skill especially an argumentative writing is recognized as the most difficult and challenging English skill since it needs using lexical and grammatical features strictly and takes a lot of effort. Negari and Rezaabadi (2012) believed that writing as a demanding job takes a lot of time to be fully mastered. University students in their Basic Writing Course notice by themselves that some difficulties are found when the teacher asks them to write an argumentative writing. They argue that writing forces them to use formal language, grammatical structures and logical evidence exactly in argumentative writing. Another problem of students is to get an idea about what they are going to write and not well organized to express it. They do not know how to express their idea into written terms so that they do not produce good argumentative writing.

Students' attitudes are also the main factors that determine their success in language learning. Attitude to the second/foreign language, its speakers and the learning context may all play some part in explaining their success or failure in different aspects (e.g. writing performance and CT abilities) of language learning (Candlin & Mercer, 2001). Moreover, various studies (Verma, 2005; Karahan, 2007; Denny, 2012; Mcleod, 2014 as cited in Paker & Erarslan, 2015, p. 1-11) have pointed out the significance of attitudinal factors in language learning. In an academic setting, the major focus of many teachers is on preparing learners to cope with the language requirements, and in particular, the writing requirements of university courses (Bruce, 2008). The increase in writing activities has presented teachers with the challenge of determining their students' attitudes towards writing. This takes us to a key factor (i.e. questioning) which influences the success of students in their academic writing.

Tan's (2007) study of teachers' questioning behavior found that university students in China had difficulties in accustoming to higher order questioning. Similarly, Wu's (1993) study of classroom interaction and teacher questions reported that secondary school students in Hong Kong were reluctant to volunteer to answer questions in class. The data demonstrated that general solicits almost invariably fail to elicit any verbal responses and when students were called upon to respond, they might prefer to hesitate and give short answers where possible so that they could avoid giving their peers the impression of showing off. On the contrast, Lin (2005) found that undergraduates in Taiwan are motivated in learning English by asking higher order questions.

Even though essay writing and skills are crucial for success at universities, our teaching experiences have told us that Ethiopian university students are used to sit quietly in class and grab the knowledge delivered by the teacher due to the exam-oriented education system. Writing argumentative essays in English is a common problem among university students. The researchers also observed that many students have less interest to write argumentative writing skills with relevant and logical ideas. From the facts above, it is inferred that using questioning method becomes a solution to help learners to practice argumentative writing skills in EFL classrooms. The main goal of this study is to investigate students' attitudes and their problems towards questioning method in practicing writing at DMU, Ethiopia. Therefore, this study tried to answer the following basic questions.

1. What are students' attitudes on questioning method while practicing argumentative essay writing?
2. What are the problems of students in practicing argumentative essay writing through questioning method?

## **RESEARCH METHOD**

This study employed a descriptive method. The researchers chose this method since it helped them to gather available data from the target participants on the title in short time.

### **Participants**

In this study, a total of 60 management undergraduate students enrolled for Basic Writing Skills Course were included. Before this course, the students have taken two Communicative English Skills (FLEN 1011 & 1012) Freshman Courses prepared by Ministry of Education (MoE 2018 & 2019) in which writing is one aspect of them for two semesters. Earlier to these university courses, they have learned English language subject beginning from grade one to university.

### **Data Gathering Instrument**

Attitudes have no physical dimensions. In other words, attitudes are abstract concepts in that it is difficult to measure them. This means attitudes cannot be measured directly. When people are asked about their opinion of any object or their attitude towards any topic, they usually fail to respond to it accurately and make some superficial and inaccurate statements instead (Tavsancil, 2005). Despite all these difficulties, it is possible to measure students' attitudes towards lessons by the methods and techniques such as question lists, observation, incomplete sentences, telling stories, choosing the wrong answer and text analysis. As it is clear from Eren's study (2001), observation of students' behavior and the questions students ask about any topic are the two important methods to be followed in order to measure attitudes. However, the former (that is, observation of behavior) is time consuming and a very



difficult task to carry out. For that reason, mostly, the latter (that is, students' statements about a lesson or a topic) is taken into account.

Attitude scale, as a method which is chosen, is most commonly used to measure attitudes in this study. While measuring attitude, a list of sentences related to the event and object which are the subjects of investigation is prepared and students are asked to answer these questions in line with their real thoughts. The result must reflect whether they are mostly in favor of the event or object or against it. Therefore, questionnaire (i.e. question items on essay writing through questioning were adapted from Paul and Elder (2008), and the students' problems on writing skills were prepared by referring to different appropriate review literatures) has been used as the major data collecting instrument in this study.

Close-ended questions are then incorporated to draw information about students' attitudes and problems towards writing in the context of questioning method. For this, 36 items were prepared for measuring students' attitudes towards writing through questioning. Students for the two types of question items were asked to show their level of agreement with the statements out of five options (5= strongly agree to 1= strongly disagree). In addition, 15 items were prepared in order to investigate students' problems towards writing in the context of questioning. Students were asked to show their agreement towards problems with five options (1= very low to 5= very high). The statistical analysis of the questionnaires was conducted using SPSS 20.0 software. Using Cronbach's alpha, the reliabilities of the questionnaires were 0.86 and 0.84 (for the question items mentioned above respectively). Regarding validity, the questionnaires were examined by 3experienced TEFL instructors at DMU, concluding that the questionnaire was content valid.

**Sampling**

The two class students from management department at DMU were included in the study using comprehensive sampling technique. Then, they were made to fill out the questionnaire.

**Data Analysis**

Data gathered through questionnaire has been effectively analyzed quantitatively using mean and standard deviation.

**FINDINGS AND DISCUSSION**

The following section shows the result of the study from the students' questionnaire. The first table focuses on identifying the students' attitudes (36 items) regarding writing in the context of questioning method. The next table focuses on students' problems (12 items) towards writing they have faced through questioning method. The results are summarized using statistical descriptions (means and standard deviations) as follows.

Table 1: Students' Attitudes about Argumentative Essay Writing through Questioning Method

No.	Items	Responses	
		M	SD
<b>I. Analysis</b>			
<b>The teacher's question in my argumentative essay writing classroom helped me to:</b>			
1	Use the language in new and concrete way.	2.8	1.4
2	Analyze information so as to reach a particular conclusion.	2.6	1.2
3	Find evidence to support a specific opinion, event or situation.	2.9	1.4
4	Identify the causes of a certain issue.	3.0	1.6
5	Identify characteristics of issues.	2.6	1.2
6	Interpret ideas on a given issue.	2.8	1.4
<b>II. Synthesis</b>			
<b>The teacher's question in my argumentative essay writing classroom helped me to:</b>			
7	Produce something unique or original to an issue.	2.6	1.2
8	Compose new ideas.	2.8	1.4

9	Predict an outcome to an issue.	3.0	1.6
10	Solve problems for which there is no single right answer.	2.9	1.4
11	Think of different endings for the essay.	2.6	1.2
12	Connect and integrate many points accordingly.	2.8	1.4
<b>III. Evaluation</b>			
<b>The teacher's question in my argumentative essay writing classroom helped me to:</b>			
13	Form judgments and make decisions using stated criteria.	3.0	1.6
14	Offer an opinion on an issue without a single correct answer.	3.2	1.7
15	Judge the merits of ideas logically.	3.4	1.8
16	Judge and argue about issues.	3.8	1.9
17	Develop the habit of judging an essay in a timely way.	3.2	1.7
18	Place sentences in order of their importance.	3.6	1.9
<b>IV. Socratic Questioning Method</b>			
<b>The teacher's question in my argumentative essay writing classroom helped me to:</b>			
19	Understand what the issue or the topic in the essay is about. (Focused)	4.0	2.0
20	Reflect specific facts relevant to a given issue. (Focused)	3.0	1.6
21	Explore and manipulate the concept/issue/topic. (Focused)	4.2	2.1
22	Make me active meaning maker. (Focused)	4.4	2.2
23	Evaluate a broad range of related issues and topics (Exploratory)	4.0	2.0
24	Activate my prior knowledge and previous connections (Exploratory)	3.0	1.6
25	Frame useful follow up questions to search further ideas to my essay. (Exploratory)	4.0	2.0
26	Be clear or fuzzy in my overall thinking. (Exploratory)	4.2	2.1
27	Explore more beliefs and assumptions on the issue or topic (Spontaneous)	4.4	2.2
28	Develop my broader thinking for exploring deeper meanings (Spontaneous)	4.2	2.1
29	Promote open discussion while searching relevant ideas to the essay. (Spontaneous)	4.4	2.2
30	Be interested on the topic by raising important ideas to the issue. (Spontaneous)	4.0	2.0
<b>V. Applying Process-based Writing Approach through Questioning</b>			
<b>The teacher's question at any level of my argumentative essay writing classroom helped me integratively to:</b>			
31	Develop ideas in writing an essay. (Pre-writing)	4.0	2.0
32	Increase fluency and expression in my writing. (Drafting)	4.2	2.1
33	Get a chance to share my writing with colleagues for comments. (Feedback)	4.4	2.2
34	Produce conventional writing. (Editing)	4.4	2.2
35	Make my written work available with others. (Publishing)	4.0	2.0
36	Assess the strengths and weaknesses while writing my essay. (Evaluating)	4.4	2.2

Table 1 displayed that all participants have positive attitudes towards teacher questioning in teaching argumentative essay writing classrooms. All results are above average (2.5). The different types of questions also help students to practice various stages while writing an essay. In addition, the Socratic questioning method helps them to think and develop relevant and most appropriate ideas on the writing topics (issues) necessarily. From this, it is possible to conclude that questioning can be taken as one method in helping students to practice writing lessons very well in EFL classrooms.

Table 2: Students' Problems in Writing Argumentative Essay through Questioning Method

No.	Items	Level of the Effect	
		M	SD
1	Students' cultural difference	4.2	2.1
2	Language competencies	4.7	2.8
3	Lack of interest	4.0	2.0
4	Topic selection	4.7	2.8
5	Poor critical thinking skill	4.7	2.8
6	Availability of resources	4.6	2.4
7	Shortage of time	4.8	2.9
8	Teacher's assessment system	4.2	2.2
9	Lack of training	4.0	2.0
10	Lack of experience	3.8	1.9
11	Crowded classroom	4.6	2.4
12	Personal beliefs and preconceptions	4.6	2.4

The data in table 2 revealed that there are many common problems that affect students' writing through questioning method. However, shortage of time, language competence and poor CT skill are the main problems to students while practicing writing through questioning method. In addition, lack of interest and availability of resources and other factors also took their own contributions in affecting students' writing skills in the context of questioning method.

### Discussion

The result of this study showed that students have positive attitudes towards questioning method which influences the practices of their writing skills and in EFL classroom in a better way. This finding coincides with Vogler (2005) and Tienken (2010) studies who remarked that high level questions are extremely beneficial for student learning. The result of the study, on the other hand, provides evidence for questioning as a facilitative and important method in developing writing and thinking skills in foreign language learners. As it is already stated by Aldersen and Bachman (2002), writing is a system of communication. It is also considered as a tool for learning that indicates students' writing, thinking and reasoning skills. Therefore, questioning is one basic clue or stimuli for improving students' writing skills and thinking abilities while writing essays (Peterson & Taylor, 2012). In other words, to practice argumentative writing successfully in class, students need to acquire questioning method as a prerequisite.

Although higher order questioning used in EFL classroom was reported successful in literature, it might not be the case when applying it to different culture and education system because of the attitudes and further problems on the learners' side (Halim & Muhibbah, 2015; Abdullahi, Rouyan, Noor & Halim, 2018). In an academic setting, as Bruce (2008) claims, the major focus of many teachers in writing classroom context is on preparing learners to cope with the language requirements, and in particular, the writing requirements of university courses. As a consequence of the above statements, students' argumentative essay writing skills are limited on acquiring the basics instead of learning out of the box.

### CONCLUSION

Students developed positive attitudes towards argumentative essay writing through questioning method at DMU. Moreover, questioning was used as a tool in serving as a clue or stimuli to students that helps students in generating, organizing, developing and evaluating ideas. Therefore, questioning was taken as facilitator and important strategy in developing writing skills and thinking abilities in foreign language learners. However, students in their writing classes faced problems such as shortage of time, language competence and poor CT skill. Therefore, students should be encouraged to work hard to apply questioning method in their writing classrooms. In addition, the reason that students present their positive attitudes to writing in the context of questioning method can be helpful in improving their writing. It is also vital to select the appropriate teaching materials which can support teachers to promote

the application of writing. Such research could provide considerable insight into foreign writing practices through questioning method in EFL context. Future studies can be conducted in different contexts using various instruments.

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## THE REPRESENTATION OF CHINESE CULTURAL VALUE FROM MAJOR CHARACTER IN KEVINKWAN'S CRAZY RICH ASIAN NOVEL

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### Abstract

This research considered relevant to create understanding on the existence of diversity and tolerance, due to the existence of racism and Chinese as the largest population both in the US and the world have given a significant influence. The aim of this research is to expose the representation of Chinese cultural values reflected through major character in Kevin Kwan's Crazy Rich Asian Novel. Chinese as the largest Asian immigrant in the US have influenced to the culture and society of America. They might move to other place in the world but they never forget their roots, culture and identity which is represented through literary works. The values are highlighted by revealing code, sign and symbols using representation theory by Stuart Hall as approach and semiotic theory by Roman Jakobson for its interconnection to structuralism. This thesis using descriptive qualitative method which giving the writer to have free access in interpreting the code, sign and symbols. Finally this research highlight four principles of Chinese values such as: Orientation of Past Time, Respect for the hierarchy, Interdependence and Group orientation. Those values are represented though dialogue and narration highlighting characters in the novel the action, conversation, perspective and characteristic referring to Chinese values. Finally, it is proven that the novel is representing Chinese cultural values through its major Characters.

**Keyword: Chinese Values, Representation, Chinese American, Crazy Rich Asian**

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### INTRODUCTION

Chinese American have several adjustments on their values adapting with the American culture, tradition and values. Americans of Asian descent have a distinctive set of values and behaviors when it comes to parenthood, marriage, and career following the American perspective but above all their values is do or die for the Chinese American. In the Asian-American population, there are some key differences between immigrants and those born in the U.S. Foreign-born Asians place a higher priority on marriage, homeownership, and career success than their native-born counterparts (Baoqin Wu, 2020). Popular Literature as a part popular culture is considered belongs to the society because it is created and represent the people they belong to and attached to most people or reader due to its issues, theme, character they brought. In a literary work it is sometimes used as a tool to present the culture or values of a group. The term "representation" refers to the act of communicating something meaningful about or representing the world to others through language. (Handayani & Kasih, 2017). Well known culture is utilized as a rule or route that joins together individuals through

their signs, codes, representations, and sees to provide meaning to the world (Batchlor, 2009). Popular culture is the opposition of the existing culture and exposing that popular culture is the result of fast changes in industry that influence people's lives (Fithratullah, 2021).

The case of Black live Matters the end of 2019 and the raise of Asian Hates during the pandemic Covid 19 in America open up our perspective that although American has declared as "Post Racism country" but the existence in the largest democratic country in the world still exist. Thus, this novel brings a cultural value that is very important to be shown to many people, because by exposing some culture, tradition and values in literature it makes understanding and respect the differences between cultures. The novel of *Crazy Rich Asian* was written by Kevin Kwan, Chinese American novelist. Kwan was named to Time magazine's list of the 100 most influential people in the world in 2008 and was inducted into The Asian Hall of Fame, a 2014 Robert Chinn Foundation project. This novel is told about romantic relation between Rachel Chu and Nick Young. A complicated relationship which is involves families in it. Rachel Chu family move to America because of family problem between her mother and her father. She has relationship with Nick Young, a conglomerate decent who have no chance to tell his girlfriend (Rachel Chu) about his background. Nick Young mother, a strict conservative woman disagrees with the relation between Rachel Chu and her son. She used all she can to separate them. This novel is rooted from Chinese culture. This novel brings a cultural value that is very important to be shown to many people, because by exposing some culture, tradition and values in literature it makes understanding and respect the differences between cultures. This is some what makes this research important and relevant at this time. The main focus of this research is lies on How are Chinese American values represented in Kevin Kwans's *Crazy Rich Asiannovel*? And delineate the representation of Chinese American values in Kevin Kwan's novel *Crazy Rich Asian* novel becomes the objective.

This research applies previous research that share a common theme that is usually used after the researcher compares and knows which areas the researcher has studied before. The first article is from Ifada and Mufidah (2019) entitled *Social Identity Expression in Kevin Kwan's Crazy Rich Asian*. This study is used as the expression of social identity in Asians elite community circle the novel *Crazy Rich Asians* by Kevin Kwan. The other article in the previous studies is *Representasi Orientalisme Asia dalam Film Crazy Rich Asian* by Jannah and Lestari (2020). This research focus to analyze the narrative structure of the film to interpret code, sign and symbols of Asian Orientalism through the movie. During the analysis qualitative methods is used supported by Representation theory by Stuart Hall. In the conclusion the research conduct to proven that the films represent the Western Orientalism perspective to determine the pictures of Asian. Yacinta Yuyun Prastiwi (2011), in her thesis entitled "The Chinese American Values of Work Ethics as Revealed by Mr. Vandergelder's Characterization in Thornton." In this thesis, to study how in looking at live, especially his hard-working attitude as an American Chinese. The importance of the results of this study, to gain new insights into the meaning of The Values of Work Ethics Chinese America for this research proposal. Tetty Florentina Simbolon (2009), in her thesis entitled "The Chinese American Values in the Late 1970's As Reflected Through Lee and Austin's Characteristics Seen in Sam Shepard's True West". This study aims to find out the characteristics of Lee and Austin and how the values of Chinese America are reflected through the character. In this study, to find out the Value in the Chinese America culture. The importance of this research is to find out whether the individual principles of Chinese America are still relevant. The gap between the previous study and this research is lies on the object where the novel is *Crazy Rich Asian* a popular novel, with aim to delineate the existence of Chinese Cultural values using descriptive qualitative with representation theory by Stuart Hall as well as an approach to reveal the forms exposed through code, sign and symbols.

### **THEORIES AND METHOD**

This research using representation theory by Stuart Hall. Representation is a method of investigating anything that can be observed through the use of words, sounds, and actions, and where individuals have their own unique style of representing something (Sari & Pranoto, 2021). Regarding literary works that represent a culture or value. (Stuart Hall, 1997) says that language is a unique medium for 'understanding' things, in which meanings are produced and interchangeable. Van Leeuwen explains that representations did not involve only the social actors but the interpretation of the reader in particular purposes or perspective (Evayani & Rido: 2019). Language can generate meaning because it acts as a representative information system. When it comes to representing thoughts, ideas, and feelings in culture, language is one of the most important mediums to use. In the context of society, culture is defined as the totality of a complex consisting of knowledge, beliefs, arts, morals, laws, conventions, and other capacities and customs that the human being has acquired as part of that community. Language is used as a medium to convey a message or express an idea for someone who wants to say something to another person (Kuswoyo, 2014). Through this representation theory everything in society such as culture and values can be represented through a work. The subject of how language, signs and images describe the world, there are amazing ideas and methods. It is said by (Representation: Cultural representations and signifying practices. Stuart Hall, 1997) that there are at least three basic examples for representation, namely the following; Reflective Approach, A Deliberate Approach, Constructionist Approach. Under the constructionist view, human beings are people who build meaning through the use of vicarious systems, which include concepts and signs. Language, as a medium, plays an important role in the production of certain meanings that end up being representational in this process. However, language cannot achieve this goal by itself, it requires the participation of society and culture as a support to succeed.

The History of Chinese American begins with hundred years ago. At first, they were only 43 Chinese people who moved to the US but 90% of those people are male, right after the discovery of gold in California it boosted the numbers of Chinese immigrants to a significant number (Wong: 2005). Poor economic condition, unstable social condition, warfare, triggers hunger, social and political problem, and uncontrolled population that drawn China becomes the driving force of most Chinese to move to a distant country (Wong: 2005). Chinese people are considered having a high work ethic, a peace lover, hospitable, but at the end very conservative but modest at the same time. The Chinese culture are rich with philosophical, artistic, literary, technological and scientific achievement. The culture is oriented to social order, orthodox ideology, focused on ritual, manner and etiquettes, self-cultivation, highly oriented to moral, law and ethical order, Highly collectivist where serving society becomes the central of its concern, Patriarchal based on the principal of filial piety, interdependent and believe to symbiosis mutualism, highly refined status-consciousness and authority-dependency (Smith, 1989). The values that greatly influenced them in their lives were Confucian values. The value affects most East Asians (Chinese, Taiwanese, South and North Koreans and Japanese). In addition to these values Amelia and Dintasi (2019) added that there are several other values that follow the four principal values namely: 1). Orientation of Past Time: which means that Chinese people must follow the advice of their predecessors, in contrast to the West especially Americans who focus on the future orientation avoiding conflicts and parental perspectives. 2). Respect for the hierarchy that is the main Chinese principle: Chinese's attention to the classification of social structures, while the human being becomes the dominant figure in the family and society. In contrast to the west where there is no social stratification but in Chinese society, they tend to have a patriarchal society, when men stand above women in many ways. 3). Interdependence: Chinese people believe that they feel obligated to return what they received and respond with feelings of affection, respect, or trust to those who gave them. 4). Group orientation: Chinese people are famous for living with their families. Chinese people believe in greater goodness than success or individual goodness. The values exposed above are the values brought by Chinese Americans to prevail in their daily lives. This research points to the ideas of values from the Chinese America exposed.

This research applies descriptive qualitative methods. Descriptive qualitative technology encourages authors to collect data and conduct analysis based on library research as part of their writing process. (Yunara, Kardiansyah, 2017). Descriptive qualitative methods are used to analyze this novel. Descriptive qualitative writing is a type of writing in which the author explains the results of an investigation using words and sentences (Ivana, Suprayogi, 2020). To support descriptive and qualitative methods according to (Zeid, 2004), research obtains data from libraries. So, the research library collects all the data from some reference books and other textual sources. The information collected from this research will be reviewed and using the applicable methods compiled or written in the form of a description. (Gulö & Rahmawelly, 2018). The author may get a lot of ideas and thoughts from many perspectives by collecting material. Reading many references will make it easier for the author to research and provide a broad perspective, which is very helpful in writing the research. The data of this research is taken from the Novel Crazy Rich Asian by Kevin Kwans in the form of Dialogue and narration which is considered exposing the sign code and symbols of the issues.

## **FINDINGS AND DISCUSSION**

The ideas of the research findings supported by the representation theory and the concept of Chinese Values in order to reveal the code, sign and symbols and then through descriptive qualitative methods the findings is interpreted supported by library research. Finally, this research finds several types of Chinese values represented through the novel Crazy Rich Asian by Kevin Kwan's such as; Orientation of the past time, Respect for the hierarchy that is the main Chinese principle, Interdependence, Group Orientation/ Collectivism.

### **Orientation of the Past Time.**

The first Chinese values to be explains in this chapter is they orientation to the past time (Brislin & Kim, 2003). Most of the Asian nation are so much influenced by the experiences of the old. The older or the elder generation's experiences and knowledges is considered wisdom as the younger generation. The ideas of this values are they put the experiences and knowledge of the elder people as wisdom, something they are obligated to considered and to follows a good model. By contrast these values are opposing the Western values where are more future oriented rather than the Chinese, the Chinese people believe that they could find the results of their questions by contemplating and seeking to the advice of the elder generation. Just like doing research you need previous studies to support your ideas and creating framework so that you could find the answers. The novel crazy rich Asian by Kevin Kwans exposes the values for several time. How the characters expose symbols and code and sign refers to the values. Most of the Asian people values the past as the wisdom to be seen before taking decision for their future (Kluckhohn and Strodtbeck: 1961). To learn from their ancestor and their predecessors so they could find the answers for the future challenges (Li, 2008). It is represented through the quotes follows:

*“Everyone knew that Dato’\* Tai Toh Lui made his first fortune the dirty way by bringing down Loong Ha Bank in the early eighties, but in the two decades since, the sorts of his wife, Datin Carol Tai, on behalf of the right charities had burnished the Tai name into one of respectability (...) (page: 18).*

The quotation above exposes how the Chinese honor their history (Guo, 2008), their uphold their family honor and values, by giving stories from mouth to mouth, exposing their greatness to build the sense of proud to the generation. The quotation trying to exposes Nick Young's mother background and to put her in higher position in the stories by exposing her family values and history. The quotes above represents how powerful actually is Nick's mother is. How they put they family background as the medium to have sense of loyalty before making a right decision. Chinese put their



elder people as the representation of history, past and wisdom (Kluckhohn and Strodtbeck: 1961). The other examples of how the novel exposes family background is through Astrid Leong family background. Astrid is one of the characters in the novel whom very close to Nick. Her family background exposes value that every Chinese they family and put their history, struggles and experiences as something to honored, a pride and even wisdom:

*(...) "She was born into the uppermost echelon of Asian wealth—a secretive, rareed circle of families virtually unknown to outsiders who possessed immeasurably vast fortunes. For starters, her father hailed from the Penang Leongs, a venerable Straits Chinese\* family that held a monopoly over the palm oil industry. But adding even more oomph, her mother was the eldest daughter of Sir James Young and the even more imperial Shang Su Yi. Astrid's aunt Catherine had married a minor Thai prince. Another was married to the renowned Hong Kong cardiologist Malcolm Cheng." (page:36)*

The history of the Astrid families and how her father built a fortune exposing how history of the family is important for the generation, pride and loyalty of the family. The quotes above also exposes how the family and the elder isposition prior to the live of the young generation. This exposes how past oriented there are. It is not only exposinghow the family is the representation of the past but, the values taken by the families are the family values the culture needed to preserve, maintain and refers to. The Chinese listen more to their elder and respect them their believe that the elder have taken such a long journey in their live and they believe that each journey have giving them the wisdom and the values of live as well as it is the children responsibility to take care their elder or so called the filial pety (Mossey, et al: 2005). In the other parts of the novel, it exposes the stories about elder peopleand its accomplishment or consistency that the elder people brought from his or her younger lifetime:

*(...) At sixty-four, she was the oldest of the ladies, and even though everyone else was on the New American Standard, Daisy always insisted on reading from her version, saying, "I went to convent school and was taught by nuns, you know, so it will alwaysbe King James for me." (page: 17)*

Quotes above exposed the determination of the Chinese elder to uphold their values, it represents the orientation of every Chinese that; the values of live is the results of long journey taken (Ho: 1996). The Chinese family orientation as the same as the other Asian family, concern over the future of their children and daughter marriages and also the right time for their children to get married this considered as their contribution to people around them (Chow: 1999). The novel exposes this concern, parents as the one they put respect to have authority to decide which time is the right time or age to get married, this is not coming from no reason but relates to the experiencesof their live it is a wisdom their children need to follow. As the novel represents though the quotes bellow:

*"I'm the only Chinese mother with an unmarried daughter who's almost thirty! Do you know all the inquiries I get almost every day? I'm getting tired of defending you. Why, even yesterday, I ran into Min Chung at Peet's Coffee. 'I know you wanted yourdaughter to get her career established first, but isn't it time that girl got married?' she asked." (page: 27).*

Rachel's mom exposes her concern over the age and the status of her daughter. And how she has given her best arguments to defend her. But still she wanted Rachel to get married any soon. This is exposing the orientation of Rachel's mother as Chinese, although she has left China for quite some time, she still refers to their values, this exposing how Chinese are past oriented no matter how modern they might be and their believe that their values are inherited for good (Smith: 1989). The data exposing the representation of the past through family history and stories told through generation, the roles of elder people, ages, etiquette and manners, past experiences and ancient but legendary jewelry have become symbols of culture, tradition time duration and experiences. Those is the impetus of Chinese past orientation and that is how the novel represent these values.

### **Respect for the hierarchy that is the main Chinese principle**

The second values find through the novel is how Chinese put hierarchy as the main principle in their live (Liu: 2011). Chinese's focus on the social classification opposing the Western with their freedom and liberty concept of no social stratification but Chinese society, they believe on patriarchal society, where men stand above women in many ways (Smith: 1989). Chinese is influenced by the Confucianism teaching, this teaching expose the hierarchy of Chinese people which are determined through Gender, social status, ages especially the rule of man (Patriarchal) in the society (Zuo: 2009). The novel Crazy Rich Asian by Kevin Kwans' represents those qualities, where the Chinese prioritize hierarchical order especially patriarchal. The quotes below represents the patriarchal order as the values of Chinese society.

*"Eddie walked over to his younger cousin, resuming the game they had begun on the plane. "Off the sofa! Remember I'm the Chairman, so I'm the one who gets to sit" he commended (...)." (page: 4)*

Eddie as the oldest cousin seems to believe that he is destined to rule all of his other cousins. He ordered his cousin that he is the one who can sit on the sofa. While the other can't. the quotation above exposes this Chinese values how they are honored the hierarchical order in their family. The quotes above exposes Eddie as the oldest male cousins plays as if as he is the boss, this represents the patriarchal system in China, where male or eldest male becoming significant in the family (Zuo: 2009). In the other quotes exposes how Eddie plays with Nick and Astrid as their boss and giving them order. This is symbolized that the eldest male rule and the women is just the second part of the society, as follows:

*(...) "Here, Nicky, hold my glass while I sip from the straw. Astrid, you're my executive secretary, so you need to massage my shoulders." "I don't know why you get to be the chairman, while Nicky is the vice president and I have to be the secretary," Astrid protested. "Didn't I explain this already? I'm the chairman, because I am four years older than the both of you. You're the executive secretary, because you're the girl. I need a girl to massage my shoulders and to help choose jewelry for all my mistresses (...)" (Page: 4).*

The quotes above exposing the patriarchy in Chinese. Eddie as the oldest cousin seems to believe that he is destined to rule all of his other cousins. He ordered his cousin that he is the one who can sit on the sofa. While the other can't the quotation beside exposes this Chinese values how they are honored the hierarchical order in their family. Astrid showing her disagreement about her position as Eddie secretary but then Eddy explains that he is the oldest and she is secretary because she is a

girl. The statement exposes by Eddy showing how he is having the perspective since he was a kid, the patriarchal is already in the bone and blood of every Chinese people wherever they might be. It is Confucianism teaching that influence the Chinese to uphold the hierarchical order especially the patriarchal system, where man is more priority than woman (Liu: 2011). Man power and authority put them at the paramount position and determine hierarchy (Zuo: 2009).

Chinese Confucianism teach that the line of order it could be taken through the gender, social status and ages but what is common from those line of order is the male, power and authority they might share.

*(...) "Inside the telephone booth, Felicity was trying to explain the predicament to her husband over a crackly connection to Singapore. "What nonsense, lah! You should have demanded the room!" Harry Leong fumed. "You are always too polite—these service people need to be put in their place. Did you tell them who we are? I'm going to call up the minister of trade and investment right now!" (...)* (page: 6)

Quotes above represents this; how the hierarchy is determined by its power and authority. At the same time, it is exposing that social status of the character in the novel such as aunty felicity husband and herself use their power, influence and authority to get what they wanted. The Chinese believe that the line of order is principle to the live of every Chinese society in the world. As patriarchal society Chinese put male position at the highest position and bestowed them (the male) with authority and power (Zuo: 2009). Woman in Chinese society, they need to earn the position on the hierarchical order. Women earned the position on the paramount position after the death of her mother in law or husband, or her long live (Zuo: 2009). Her experiences in take care the family and her contribution to her husband and family. The novel represents this though the existence of "Ah Ma", Nick's grandmother and Eleanor how they are dedicating themselves to support their husband and do their job correctly, they are sacrificing their own personal ambition to support their husband and family. As it is represented below:

*(...) She had never been the sort of girl who longed for fairytale endings. Being twenty-nine, she was by Chinese standards well into old-maid territory, and even though her busybody relatives were perpetually trying to set her up, she had spent the better part of her twenties focused on getting through grad school, finishing her dissertation, and jump-starting her career in academia." (page: 14)*

The quotes above represents are simply the opposite of what is all modern women is all about. It is representing on no matter how high is the education for a woman, they would be going back for the family rather than their career. to education background and career something which is not on the list. The interesting parts is the quotation reveals clues that woman in China or in Chinese society is focused more to build support their family as a house wife's rather than becoming professionals due to Confucianism teaching (Mak: 2013). Chinese women seem have no right at all to their own live, they are obliging to and bind to their family and the rule of three (Sun & Chen: 2014, Cheng: 2008). the rule of three for woman exposes the Chinese values of hierarchical whereas man who decide anything and woman follows, especially when it comes to the marriage live (Chang: 2019). Through the data above and the explanations it is than expose the Chinese values that they are respect for the hierarchy as their main principle. It is exposes through the glorification of patriarchal order i.e male

is more favorable and having more power to decide, social status acknowledgements as well as the role of the younger generation to be the successor of the family and to preserve their values.

### Interdependence

In this part the analysis going to exposes the other values which is interdependence. These values could be explained as the feeling obligated to return what they receive as well as responding through affection, respect and trust to those who have given them (Markus & Kitayama, 1991). These values can also be understood as the feeling of bounded between all the members of the family with the rule, responsibility and obligation bestowed upon the family by their ancestors. These values makes people respect the elder as well as these values it is what makes the younger still believe to the hierarchical or patriarchal order. Chinese people believe that they obligated to return what they family have given them through feelings of affection, respect, or trust (Xi, et al: 2018). The novel exposes it not only given for their family but those they love and those who given them the trust. The quotes bellow is the dialogue and narration between Rachel decision to follow Nick to Singapore:

*“He wants to take me home. He wants me to meet his family”. The long dormant romantic in her was awakening, and she knew there was only one answer to give. “I’ll have to check with my dean to see when I’m needed back, but you know what? Let’s do this!” Rachel declared. Nick leaned across the table, kissing her jubilantly.” (page: 14 – 15).*

The quotation above exposes how Rachel responds toward Nick’s over to follow him to Singapore and she run out of any option, she felt obligated to answer his over yet not disappointed him. Chinese people considered it is important to keep the true feeling i.e if you are in love than the answer must be something that grew the love. This expression represents how Chinese society considered feeling and emotion of people around them in taking decision of their life. This what makes Chinese interdependent somehow bound to the obligation to not disappointing people especially does they love, couple or simply family. The Chinese believe somehow exposes that trust is not available in store, so glorifying trust by responding it through action that involve and comfort and feeling is a must (Lai: 2017). This idea is represented by the character in the novel Astrid, Nick popular and beautiful Cousin, on how she is dedicated her income for benefits and always share the big money for charity:

*“Grand or not, I think Astrid is wonderful,” Carol chimed in. “You know, I’m not supposed to say, but Astrid wrote the biggest check at the fundraiser. And she insisted that I keep it anonymous. But her donation was what made this year’s gala a record-breaking success.” (page: 19)*

Quotation above exposes how Astrid gives donation in huge number to make the year’s gala to record-breaking success and she wrote the biggest amount of money to donate. Astrid exposes how she have obligation to help the success of the event but, what is interesting is she keep it low. Keeping her identity low represents how they just wanted to create an affection to their surroundings not popularity. The sincerity Astrid exposes is shows in other dialogue that exposes how Astrid is not intentionally do anything for popularity yet for money. Chinese society focus to a greater good, or something that benefits people rather than themselves or simply in harmony with their surroundings (Lai: 2017). This represent how Chinese people are interdependent by having the feeling oblige to makes everyone satisfied with what they given. Asian people mostly are collective rather than individuality means they more focus on what people need rather than what benefit them the most (Lai:

2017). Another examples how Chinese are obligated to show affection and feeling especially to their surroundings, always having a time to their family and they relatives exposes how they are interdependent with their family. The novel exposes this perspective through the quotations bellow:

*“Every Sunday afternoon, the Cheng family would come together without fail for lunch at the CAA. No matter how busy or hectic the week had been, everyone knew that Sunday dim sum at the Clubhouse, as they called it, was mandatory attendance by all family members who were in town.”*  
(Page: 38)

The quotes above represents this condition how family comes first. The needs of everyone becomes important and necessary to think about and becomes prior then individual needs. The quotes expose how the family comes to the family lunch no matter how busy they are, this is representing their interdependent to their family or a bigger society. This condition is the opposite of the American values who more individualist and considered personal ideas is something prior then collective or the group benefits (Bucknall: 2002). Chinese people prefer family first even in the most terrible condition, they did not have any interest to expose their problem in front of the whole family, they rather crying inside of the closet than telling people what is the problem (Bucknall: 2002). this is exposes by Astrid and how she maintains her feeling when she finds out that her husband is cheating on her:

*“MISS U NSIDE ME. No no no. It was nothing serious. Probably some girl he met on his work trip. A fancy dinner. A one-night stand. And he bought her a bracelet. A silly charm bracelet. So cliché. At least he was discreet. At least he went and screwed the girl in Hong Kong, not Singapore. Many wives have to put up with so much more. Think of some of my friends. Think of what Fiona Tung has to go through with Eddie. The humiliation. I am lucky. I am so lucky. Don't be so bourgeois. It's just a ring. Don't make this a big deal. Remember, grace under pressure. Grace under pressure.”*  
(Page: 102)

Quotes above exposes Astrid one of the Nick's cousins who is trying to handle her husband scandalous relationship. She decides to think positive and take family into the consideration before coming to decision. Astrid consideration exposes Chinese values how they are interdependent especially to their family. Astrid trying to understand the feeling that her cousins in law need to deal with his cousin Eddie and all his cheating activity. Her determination in facing her husband scandals and put the family and considered several samples represent the interdependency of Chinese society. Chinese trying to put up everything first for their family, no matter the problem are. the continuity of the family, the scandals it would be, what people talks about the family will be the menu of consideration, when it comes to a decision. Chinese will think about the impact of the cases to the family. (Lai: 2017). They are interdependent to the people around them, they wanted to create comfort for the people around them. It could be understood awareness of being obligated to give back what they have been bestowed by their family and surrounding, through affection, respect and trust to those who have given them the same things.

### **Group Orientation/ Collectivism**

Chinese people are past oriented as well as very group oriented or collectivist. They believe that individual benefits should not jeopardize the group benefits. As they are very interdependent it makes

them very collectivist (Yamagishi et al: 1998). They put aside the need of them individually when it comes to the family. This last values somehow are what very describes Chinese people the most. They are interdependent, hierarchical is a prove that they are bound and connected with the group where they live (Cao:2009). Chinese people are famous for living with their families. Chinese people believe in greater goodness than success or individual goodness (Powel:2018). This last part of Chinese values also describes pretty well through the novel by Kevin Kwans exposing how the values of Chinese are remain the same and acknowledge by most Chinese in the world. As it is represented through the quotation below:

*(...) Carol simply felt obligated to attend a few charity galas every week as any good born-again Christian should, and because her husband kept reminding her that “being Mother Teresa is good for business.” (page: 18).*

Quotes above exposes the character Carol how she felt obligated to attend religious charity. Although it is not for the pure heart but she attends for the seeks of helping people. “charity” act done by the character represents how Chinese people are group oriented. Carol describes having feeling and obligation to attend social event this is matter as a code that Chinese people are more focuses to group orientation rather than individual. Each of individual in Chinese society have they rule and regulation, this is not coming alone it comes with obligation follows by responsibility and commitment i.e woman responsibility as a wife as a mother is must be followed with all of her hearth and must have a benefit effect for the people. The rule of a father in a family it is considered not only as money production machine but truly about building their character (Shumming; Lai:2017). The younger generation having responsibility to continue their family business, yet a father took responsibility is to support their family and their children. they believe that the parents work for their family and children fortune. The novel represents these values as follows:

*“I don’t think she cares how fat her ankles get. Do you know how much she inherited when her father died? I heard she and her five brothers got seven hundred million each,” Lorena said from her chaise lounge.” (page: 18).*

Quotes above represent how much parents are obliging to support their children by providing as much as they can. The quotes besides represent how much Chinese people are very group oriented rather than personal oriented. The main focuses of the Chinese society is to support the family. Especially Chinese women, they are obliging to obey their family and their husband by take cares they family especially their children (Tang; Chang: 2019). Chinese as Asian people having different parental customs as the American or other European nation. Chinese parents are obsessed to shape and decide what is good for their children, and for the family, or simple the act of one should refers to a greater good. It is represented through the novel Crazy Rich Asian by Kevin Kwan’s below:

*(...) “Relax, Lealea. Taiwanese girls are lovely—they really know how to take care of a man, and maybe she’ll be prettier than all those spoiled, inbred girls you try to matchmake him to.” The dato’ grinned. “Anyway,” he continued, suddenly lowering his voice, “if I were you, I would be less worried about young Nicholas, and more worried about Sina Land right now.” (page: 21).*

Quotation above represents two things

1. How Chinese people seen the role of women in the family where the women later blessed and trusted with the rule to take care their family and obey to it.

2. How the Chinese parents are worried by the decision taken by their youngers, that it will jeopardize the family honor. So that they interfere the lives of their children.

But overall, the Chinese people act not for personal but somehow interdependent yet oriented and a collectivist whereas act of one should benefit others. Chinese women like most of the Asian women, they are focused on deals with the lives of others (family) (Zheng: 2016). Quotes above represent how the characters are pretty concerned on the family travelling back to Singapore, due to the fact that she will be in charge for family needs. And how she felt about it, she wanted everything run smooth and perfect. The ideas of her awareness that she needs to run and organized the travelling perfectly is the fact that she felt obliged by her role as the wife of her husband, yet her perspective as Chinese where they need to prioritize everyone first above herself. Chinese women also have a bigger role this time, so that business of taking care of the family especially the children is given to the woman, this related to the ideas that the children is on the line of successor of the family (Gao: 2003).

Men are focused on running the family business it is the woman having more responsibility to run family, to take care of the needs of their whole family especially the children (Zheng: 2016). Chinese women are smart in taking good care of the family finance. Like almost all Asian women they appreciate their husband's effort by allocating the budget correctly and avoiding unnecessary spendings. The novel itself exposes these values through dialogue between Eddie and her mom as follows:

*“His mother shook her head calmly. “Eddie, this has nothing to do with self-worth. I just feel this sort of extravagance is completely unnecessary. And I am not Singaporean royalty. Singapore has no royalty. What a ridiculous thing to say.” (Page: 41)*

Chinese women might become one of the largest issues on the novel. They are obliged to obey their family and their husband by taking care of their family especially their children. Most of the Asian women are so obsessed to shape the life of their children, not to mention taking care of their schools, their needs, their spendings and of course their relationship. This is considered dedication for the Chinese woman as well as a trophy for them if their children succeed in their lives (Zheng 2016). Rosemary's concern over her nephew represents her perspective as Chinese that Chinese should put aside their personal needs but collective. It is reflected through the dialogue between Rose and Nick below:

*“Great-aunt Rosemary advised him to book into a hotel first, but emphasized that he must arrange to introduce Rachel to his parents on the day of his arrival. “The very first day. Don't wait until the next day,” she cautioned.” (page: 52)*

The quotes above expose how family should give respect to each other by showing the right norm and etiquette. This respect is based on the awareness over the group orientation and a personal responsibility to it. Rose not only shows her concern but her respect to Nick's family. Chinese children are educated by their family about group orientation is the prior ethic. As a culture it is run by the people and believe that this culture could give nothing but benefits for them and family (Ma; Chang 2019). They put this culture as something that is significant for their lives, they do not take daily practices that they believe as something to toy with, it is the way of Chinese people to honor their values. It is represented through the quotation below:

*“And several years ago, she had been e-mailed a humorous list entitled “Twenty Ways, You Can Tell You Have Asian Parents.” Number one on the list: Your parents never, ever call you “just to say hello.” She didn't*

*get many of the jokes on the list, since her own experience growing up had been entirely different.” (Page: 56)*

The quotation above exposing Eleanor experiences when she was young. She did not take any jokes about family as something to laugh about. This all because she has different experiences as the joke tell her about. It is represented that her family prepare her that much to face her future by understanding their culture and values. Chinese people that is “collectivism” where they put Family and bigger group as the main consideration when it comes to a decision, especially about future. Chinese people put their mind and thought to a bigger need by putting their own personal needs a side. Collin concern in this quotation somehow reminds Nick what he would like to deal with after introducing Rachel. This condition considered his concern over a member of his family and it is becoming responsibility for a family to remind everyone.

## CONCLUSION

The novel by Kwan exposes romantic stories between Rachel Chu and Nick Young. another version of Cinderella stories which is complicated by involving families in it. The major character of the novel Rachel Chu and Nick Young are coming from different side of the world, their relationship triggers complex side effect to Nick’s family exposing cultural issues between them. As a product of popular literature, the novel is considered rich with the culture, values, and its records the society and its group bring up issues for researcher to uncover. The reality of popular literature is hidden through code, sign and symbols skaters all over the place inside of the novel. Popular literature always integrated with the rapid changing in the lives of people, recording the changing and share through different form turn issues and scandals into stories love by many and consume in huge numbers. Popular literature

also exists to oppose the high literature, where the popular literature is not the product of subjectivity but a result of an objective observation with the touch of arts. Popular literature becomes relevant to the lives of people today not only media of entertainment but a media of records.

Chinese American is one of the races exist in America they come to America to have a better living. Asian American have distinctive culture, tradition and values especially when it comes to parenthood, marriage, and career. Chinese American might go to America and exposed by its culture and somehow adjust with their values and characters but, it does not mean they forgot and put their culture, values aside. The Black life matters and Asian hates issues during the pandemic Covid 19 is a prove of racism still exist in America although they already declared as “post racism country”, and its only small pictures of racism in fact the world is full with it. Kwan’s novel has triggered a bigger people to recognized culture, values and tradition by highlining differences between people and creating mutual respect This is some what makes this research important and relevant at this time. This research provides knowledge, to help in understanding about value of Chinese Americans featured in Novel Crazy Rich Asian or in other literary works. This research is expected to determine differences of culture values in each nation. It is also aimed to contribute for research and understanding of culture values especially Chinese American values. This research is scope under the discussion relates to Chinese American values represented through the novel by Kevin Kwan Crazy Rich Asian. The theories used is Representation theory by Stuart Hall, the theory used to seek and interpret the code, sign and symbols in the novel and then interpretate the data supported by the previous studies chosen in chapter two. Four values that are represented are: The Chinese are very past oriented to the people, the characters through dialogue and narration are represented this value. The elder’s knowledge and experiences considered wisdom for the Chinese people, they believe that the answer of tomorrow are lies here in this present or past. The second values are respect for the hierarchy as the main principle especially patriarchal order. The characters of the novel exposing the domination of the male characters, as well as glorification age, social status and wealth. This research finds out that those elements are things determined hierarchy and represented through the dialogue between characters and narration. The third values represented is Interdependent.



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