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*Exploring
Language, Culture,
and Society*

Essays on Language
Education, Environmental
Studies, Literature Analysis,
and Social Perspectives

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Foreword



Language is a powerful tool that not only facilitates communication but also shapes our understanding of the world and the societies we inhabit. It is through language that we share our thoughts, emotions, and knowledge, enabling us to connect with one another across diverse cultures and backgrounds. In this anthology, aptly titled "Exploring Language, Culture, and Society," we embark on a captivating journey through various essays that delve into the multifaceted aspects of language and its impact on education, the environment, literature, and social dynamics.

The first section, "Language Education and Language Acquisition," sheds light on the challenges and strategies involved in learning and teaching languages. From addressing the needs of older learners to harnessing the potential of Artificial Intelligence (AI) while promoting critical thinking, these essays provide valuable insights into fostering language proficiency in diverse contexts.

Moving on, the section on "Environmental and Scientific Studies" delves into pressing environmental issues, such as climate change and deforestation. These essays invite us to contemplate the profound consequences of human actions on the planet and encourage us to take responsibility for preserving the environment for future generations.

In "Literature and Language Analysis," we explore the beauty and complexity of literary genres, from poetry to drama, fiction to nonfiction. Through close reading and analysis, we unravel the layers of meaning woven into literary works, expanding our perspectives on the human experience.

The section "Health and Social Studies" touches on the psychological and social dimensions of our lives. From examining university student burnout to understanding the impact of self-concept on our behavior, these essays remind us of the significance of mental and emotional well-being in today's fast-paced world.

As we delve into the essays on "English Language History," we encounter the fascinating evolution of one of the world's most widely spoken languages. From its ancient roots to its modern-day prominence, English has undergone profound transformations, shaped by historical events and cultural influences.

The essays in this anthology serve as a testament to the richness and interconnectedness of language, culture, and society. They invite us to explore, question, and appreciate the intricate tapestry that language weaves in our lives. As readers, we are encouraged to contemplate our roles as global citizens, responsible for fostering understanding, empathy, and positive change in the world.

We extend our heartfelt gratitude to the diverse authors who have contributed their insights and research to this anthology. Their collective expertise and passion have enriched these pages with valuable knowledge and thought-provoking ideas. May this anthology inspire readers to embrace language as a bridge that connects us all, transcending borders and cultural divides. Let us embark on this enlightening journey of exploration and understanding, for it is through the power of language that we can collectively shape a brighter, more inclusive, and more compassionate world.

Malang, August 2023

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**Language
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Achieving Balance in Language Education: Harnessing AI while Promoting Critical Thinking



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In recent years, the influence of artificial intelligence (AI) on language learning has skyrocketed, reshaping the way students acquire new languages. Astonishingly, studies have revealed that AI-powered language learning apps, such as Duolingo and Babbel, have witnessed an incredible 75% increase in user engagement compared to traditional language learning methods. Moreover, the incorporation of AI-driven virtual tutors on platforms like Wyzant and Voxy has led to an astounding 90% improvement in students' language proficiency within just a few months. These eye-opening statistics not only demonstrate the effectiveness of AI in language education but also unveil an exciting new era of personalized and interactive learning experiences for students worldwide.

Artificial intelligence (AI) has evolved as a ground-breaking technology with broad implications across many industries, altering business models and reinventing how people interact with machines. Creating intelligent systems that can replicate human cognitive functions is at the heart of artificial intelligence (AI), allowing computers to learn, reason, and carry out jobs that previously required human intelligence (Sarker, 2022). In the teaching of the English language, AI has many uses. As demonstrated by Duolingo and Babbel, AI-powered language learning apps provide individualized learning experiences based on student's abilities and progress (Pokrivcakova, 2019).

Platforms for language evaluation like Turnitin and Grammarly can offer helpful feedback on students' work thanks to Natural Language Processing (NLP) capabilities. Virtual tutors with AI capabilities, like those on Wyzant and Voxy, provide individualized instruction and interactive learning. Evaluations are streamlined through automated grading programs like Turnitin's Feedback Studio—AI-based translation technologies like Microsoft Translator and Google Translate aid language understanding. Platforms for creating content with AI enhancements, like OpenAI's GPT-3, create various materials for language learning. AI technologies like ELSA Speak and Speechify provide pronunciation analysis and feedback to help students improve their spoken English.

Underscoring the need to strike a balance between integrating AI and promoting critical thinking for a holistic learning experience, the negative effects of an over-reliance on AI-generated answers and solutions in education become clear as they impede students' cognitive development, discourages independent research and exploration, and possibly oversimplify complex subjects. Students may miss out on vital critical thinking and problem-solving processes if they frequently rely on AI for rapid responses (Malik et al., 2023). Their over-reliance on AI may make it more difficult for them to think critically and analytically about challenging issues.

Imagine a situation where children can access a homework support app powered by AI that rapidly delivers the right responses to their inquiries. Students may rely too heavily on AI-driven language translation tools for every word or phrase they come across in the language learning class. Even while these apps provide rapid translations, students cannot take the time to interact with the language and acquire it naturally, hindering their language ability growth. In certain instances, a student's cognitive growth may be hampered by an over-reliance on AI-generated answers and solutions since it prevents them from actively engaging in critical thinking, problem-solving, and in-depth research of difficult subjects.

The ease with which knowledge may be obtained using AI models may deter students from conducting independent investigation and exploration, limiting their prospects for intellectual development and creativity. Language learners can, for instance, swiftly comprehend materials written in a foreign language using AI-powered translation apps rather than going through the more difficult process of learning and comprehending the language independently. This convenience may impair their ability to interpret texts in their original context and impede the development of their language skills (Vinuesa et al., 2020).

Additionally, chatbots or virtual tutors powered by AI in language learning apps can rapidly answer questions from students about language use and provide translations and explanations of proper grammar. Although this real-time feedback helps language learners, they might not actively seek additional context or subtleties of language usage beyond what the AI tutor offers. While this function may be useful for fast explanation, it might deter students from conducting independent research beyond what the platform offers, which would stifle their intellectual curiosity (Vinuesa et al., 2020). While integrating AI into the classroom can be advantageous, finding a balance and ensuring students utilize AI sensibly and ethically is essential. To ensure effective and meaningful learning, teachers can allow students to use AI for certain tasks and prohibit it in other circumstances.

In the following essay, the central focus is to illuminate the intricate balance of utilizing artificial intelligence (AI) in educational settings, with a particular emphasis on discerning when its implementation is appropriate and when it may be best to refrain. I examine scenarios where AI proves beneficial, empowering personalized and efficient learning experiences.

In addition, I also address critical considerations surrounding the potential limitations of excessive reliance on AI, which may hinder students' cognitive growth and hinder the development of crucial skills like critical thinking and independent research. Through this examination, readers will gain a nuanced understanding of striking the optimal balance between harnessing the power of AI and preserving the essence of a comprehensive and thought-provoking educational journey.

The activities listed below are those in which instructors permit students to employ AI.

Teachers can encourage students to use digital libraries and AI-powered search engines to find information for their research assignments. AI can effectively deliver pertinent and reliable information, assisting pupils in researching many points of view on a subject.

Teachers can improve their students' research skills by encouraging them to conduct their research using AI-powered search engines and digital libraries. These AI programs can suggest academic articles, research papers, and books based on students' search terms and reading preferences.

As a result, students have greater access to various trustworthy educational materials, enhancing the validity and breadth of their research projects. Students can investigate alternative viewpoints on their chosen subject and get insightful knowledge from various sources. Teachers must stress the value of critical evaluation abilities, even while AI-powered tools greatly improve students' study experiences (Nazaretsky et al., 2022). Even with the aid of AI, it is crucial to teach pupils how to recognize trustworthy information. Human judgment is still crucial in determining the caliber, biases, and applicability of the information they discover. Students can undertake in-depth research that advances their academic development and broadens their understanding of the world by combining the power of AI with critical thinking.

Students can benefit from practicing grammar, vocabulary, and pronunciation with the help of AI-driven language learning tools. For instance, an AI-powered language learning platform might teach students grammar drills focusing on particular grammatical concepts or sentence patterns. The software then offers rapid feedback, highlighting mistakes and providing details on how to fix them. AI-powered language apps can adjust the complexity and difficulty of vocabulary exercises according to the student's skill level. This makes sure that children are suitably challenged and have the opportunity to steadily increase their vocabulary.

AI technology can analyze pupils' pronunciation accuracy and offer voice recognition capabilities for pronunciation practice. The AI will evaluate students' pronunciation as they read or speak sentences into the app, giving them quick feedback on their intonation, stress, and articulation.

Students might not be permitted to utilize AI in the following circumstances.

Teachers may limit the use of artificial intelligence (AI) and other digital resources in some tests or exams to ensure that students rely on their knowledge and critical thinking skills rather than outside help or sources. For instance, students might be told not to utilize online search engines, language translators, or AI-generated solutions during a written exam. Instead, individuals must rely on their knowledge of the issue, ability to retain pertinent details, and cognitive powers to develop responses. This method promotes critical thinking, cohesive mental processes, and thoroughly comprehending the subject matter.

Similarly, students might be expected to demonstrate their abilities or innovation without using AI in practical examinations or performance-based evaluations. For instance, students would rely only on their musical expertise and interpretation in a music performance assessment, not AI-generated musical accompaniments or automatic tuning tools. Teachers can ensure that the evaluation process appropriately reflects each student's unique capabilities and progress, including their independent thinking, knowledge application, and problem-solving skills, by restricting the usage of AI and digital resources in particular tests.

To encourage students' independent thinking and ethical reasoning, teachers may restrict using AI-generated content while discussing delicate or ethical themes. Teachers frequently foster open dialogues that encourage students to consider various points of view and ethical consequences when teaching delicate issues like ethics, social justice, or human rights. For instance, teachers may direct students to explore ethical problems like job displacement, economic injustice, and the ethical obligation of companies adopting AI technology during a class debate on artificial intelligence and its effect on employment. Students are urged to undertake study, gather data, and give their ethical viewpoints on the subject rather than depending on AI-generated arguments.

Their capacity to analyze moral consequences and understand this process fosters the complexity of contemporary challenges. These abilities are essential for handling the difficult ethical problems people may face in their personal lives and future employment.

Teachers could give their students projects that require them to research topics rather than relying only on AI-generated solutions. One effective strategy for encouraging independent investigation and creating self-directed learning is to give students projects that require them to study issues without relying exclusively on AI-generated solutions. Teachers enable students to take control of their learning journeys and develop crucial research and critical thinking skills by creating projects that allow students to seek information from various sources and conduct their investigations. Teachers may purposefully restrict the usage of AI-generated content while students are working on projects that require researching intricate subjects to encourage active participation.

Students are encouraged to explore a diverse array of materials, including books, academic articles, interviews, surveys, and other reputable sources, to cultivate a comprehensive understanding of the subject matter. Through this process, students cultivate the invaluable skill of assessing the authenticity and reliability of different sources, thereby enhancing their information literacy abilities and honing their discernment in distinguishing credible information from dubious content. In the realm of English literature, students may find themselves engrossed in a captivating literature analysis project, where they delve into the depths of a classic masterpiece or a contemporary literary gem from multiple angles. Rather than simply relying on AI-generated book summaries or online plot analyses, they are encouraged to embark on an in-depth exploration and independent analysis, seeking to unearth profound insights hidden within the academic work. For instance, consider a scenario where the class delves into Harper Lee's timeless masterpiece, "To Kill a Mockingbird." Each student is thoughtfully assigned a unique theme, character, or literary element by the teacher, prompting them to embark on a meticulous examination of the story.

They delve into the book's essence, meticulously studying relevant chapters and passages to glean subtle nuances and profound revelations that transcend the confines of automated summaries. In this way, students embark on a journey of intellectual discovery, nurturing their critical thinking, analytical prowess, and appreciation for the complexities of literature.

Furthermore, they may consult scholarly journals, critical articles, and literary analyses by academics and specialists to help their research. They may participate in self-directed learning outside of written sources through group discussions and peer reviews. For example, they can participate in book clubs to interact with classmates and discuss their research. These group conversations encourage critical thinking and assist students in creating their analyses of the literary work. The project might include artistic components like character journals, alternate conclusions, or illustrations of crucial episodes. Students can explore the novel's themes and characters on a deeper emotional level by being encouraged to be creative while conducting independent research, which improves their understanding of its literary complexity.

Teachers might urge students to communicate their ideas and views without using AI-generated content for some writing projects and reflecting tasks. Students are encouraged to think critically, independently study topics, and analyze information. They are urged to delve deeply into their personal knowledge and experiences to enrich their writing while gaining new perspectives and understanding. For instance, in a persuasive essay, students must defend a point of view or suggest fixes for pressing issues. The absence of AI-generated content forces students to perform independent studies, evaluate reliable sources, and develop persuasive arguments based on their comprehension of the subject. Through this process, they build their critical thinking skills and capacity to write influential and original content.

Similarly, students are encouraged to share their feelings, reflections, and experiences via reflective tasks like journals or personal narratives without relying on AI-generated prompts or ready-made responses. This method encourages students to explore their thoughts and feelings in a sincere and real way, which helps them develop self-awareness, empathy, and introspection. Teachers may foster a climate that values individual voices and encourages students to own their ideas by restricting AI-generated content in writing and reflections. Students can exercise their imagination, play around with language, and create a writing voice expressing their personality and point of view.

A balance must be struck to ensure successful and meaningful learning, even though AI has valuable applications in teaching English. Overly relying on AI-generated solutions can stunt students' cognitive growth and undermine critical thinking. As a result, teachers are crucial in creating exercises that encourage independent study, moral reasoning, and self-directed learning. Teachers may develop well-rounded and thoughtful pupils with strong critical thinking abilities and a thorough awareness of the world around them by appropriately integrating AI and encouraging students to engage in deeper study outside of AI-generated content.

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ELT provision in Indonesian Pesantren: Balancing Utility and Socio- Cultural Concerns



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Pesantren, a popular name for Islamic boarding schools in Indonesia, play a significant role in shaping the country's religious and cultural landscape. In recent years, there has been an increasing emphasis on incorporating national curriculum – in which English is a mandatory subject – into their long-established religious education curriculum. While the accommodation of non-religious subjects, especially English, is seen to enhance global communication and opportunities, it also raises socio-cultural concerns. This essay delineates English language teaching (ELT) provision in the specific context of Indonesian pesantren, exploring the motivations behind its adoption, the challenges faced in its implementation, and the need to strike a balance between its utility and preservation of religiously rooted socio-cultural values.

Motivations for introducing English in pesantren

In 21st century, most of Indonesian pesantren schools experience a shifting trend from 'exclusively' teaching Islamic disciplines' to 'adaptively' teaching the non-religious subjects (Isbah, 2020), particularly English. This shifting paradigm is evident in the transformation of pesantren which attempts to respond to global challenges via development of the traditional Islamic teaching curriculum and education management (Kawakip, 2020). Globalisation trends which grant English a symbolic power (Swartz, 2013), establishing it as an international language and a dominant global lingua franca, thus creating a hierarchical relationship with other languages worldwide. In this changing time, pesantren equip their students (santri) with knowledge and capability to maintain their spiritual, intellectual, imaginative, physical and linguistic dimensions based on Islamic values, and at the same time, want the students to be able to deal with the challenges of rapid growth and change in connection with political-economic competitiveness of an economically globalised world.

Moreover, pesantren realize that there is a recognition that English proficiency can open doors to various employment opportunities, especially in sectors that involve interactions with the global community. Historically, pesantren's focus was primarily on providing traditional religious education, which led to their students possessing strong religious knowledge but limited vocational or employment-related skills after graduation. To address this issue, pesantren have taken steps to enhance their education system by incorporating elements of the national curriculum (Ihsan et al., 2021). By expanding their curriculum, pesantren aim to equip their graduates with non-religious competencies and skills, including English proficiency, so that they have equal opportunities as those graduating from public schools.

English is perceived as the most favored language due to its potential benefits, such as offering better employment prospects, international academic recognition, and a higher social standing (Blake et al., 2019). In Indonesia, English is considered to hold greater value, especially in areas of education, science, global industries, and business, in comparison to other foreign and local languages (Lauder, 2008).

It is also worth to note that pesantren stakeholders are well aware of the significance of the ability to speak foreign languages lies in the medium of communication which can help Muslims, specifically pesantren students, to communicate with other Muslims in other parts of the world, and spread Islamic messages and values, usually called 'da'wah', to a wider audience in other countries who speak languages different from them (Farid & Lamb, 2020).

Moreover, the use of English enables Muslims to participate in interfaith dialogue and engage in conversations with people of different beliefs. It provides an avenue to address misconceptions and promote understanding and mutual respect between Muslims and non-Muslims. By sharing Islamic teachings in a language that is accessible to many, Muslims can contribute to a more informed and inclusive global discourse on religion and spirituality.

Socio-cultural concerns and challenges

Despite the perceived practical benefits, the introduction of English in pesantren has raised socio-cultural concerns. Some critics argue that prioritizing English may lead to the marginalization of traditional Islamic teachings and local languages. There are apprehensions that the focus on English proficiency might divert attention from preserving the religious and cultural values that pesantren have traditionally upheld. On the one hand, pesantren stakeholders, particularly the kiais (the leader of pesantren), recognise English language as an important skill to acquire as it is now an aspect of the contemporary world as a result of globalisation. On the other hand, the opposing view about the dominance of English in Islamic communities still exists and is quite strong in terms of ideology and religious identity (see Hamid, 2022; Yaghi & Ryan, 2022).

Additionally, there is a concern that English might inadvertently promote a Western-oriented perspective, potentially challenging the authenticity of local customs and traditions. In pesantren communities, there was a history of rejecting the English language due to assumptions that English has culturally Western values which might conflict with pesantren's typical traditions and Islamic values (Fahrudin, 2012).

Pesantren is the oldest institution within the Islamic educational system, and this educational system has distinctive concepts and values that make it differ from those in the West (Halstead, 2007). The differences between the Islamic educational tradition and a Western educational tradition lie in the aspect of pedagogy and epistemology (Diallo, 2012). Islamic education is strongly linked to the Qur'anic framework and Prophetic religious traditions while the Western education tradition is imbued with secular and rationalist philosophies. This apprehension raises questions about the delicate balance between embracing modernity and preserving the socio-cultural identity of pesantren.

Striking a balance: Preserving socio-cultural values in ELT practices

To address the challenges posed by the introduction of English, pesantren leaders and educators must prioritize preserving their socio-cultural values. Integrating English education in a way that aligns with Islamic principles and the broader cultural context (Madkur & Albantani, 2018) can help ensure that the language does not overshadow the core values of pesantren.

In this circumstance, teachers play a crucial role in fostering this balance by incorporating Islamic values and local culture into the English language curriculum. Emphasizing Islamic ethics, values, and local traditions in English language lessons can help reinforce students' identities and cultivate a sense of pride in their cultural heritage.

Another approach to addressing socio-cultural concerns is promoting multilingualism within the pesantren setting. Research indicates that educators aim to optimize the utilization of the target language while acknowledging the potential advantages of incorporating the native language to facilitate the teaching and learning of the target language (Brevik & Rindal, 2020; Littlewood & Yu, 2011). While English may be an essential skill for global communication, it does not have to replace the use of the local language or Arabic which has been an integral part of pesantren's religious studies. Encouraging students to be proficient in multiple languages can enhance their cultural fluency and intercultural understanding. Moreover, incorporating Arabic into the curriculum, apart from religious studies, can strengthen students' connection to their Islamic heritage and facilitate deeper engagement with Islamic texts.

Other potential approach is community engagement and dialogue. Engaging the pesantren community in open dialogues about the introduction of English can also help navigate socio-cultural concerns. Involving teachers, students, parents, and religious leaders in discussions can lead to a shared understanding of the benefits and challenges of integrating English in pesantren. The kiai, as the most influential figure in pesantren, can explicate that learning English is not prohibited. Alwasilah (2010), as cited in Irwansyah (2018), maintains that Islam encourages its believers to learn all branches of knowledge including foreign language pedagogy. One of the Qur'anic verses that could explicate this is *Surah Al-Hujurat*: 13: "O human. Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you" inclusive approach allows stakeholders to contribute their perspectives and find common ground.

Conclusion

In conclusion, the provision of ELT in Indonesian pesantren represents both opportunities and challenges. While English proficiency is crucial for global communication and economic opportunities, it must not come at the expense of preserving the rich socio-cultural heritage of pesantren.

By striking a balance between utility and socio-cultural concerns, pesantren can equip their students with English language skills while nurturing their Islamic identity and cultural values. Embracing multilingualism and engaging in open dialogues within the community can help navigate these challenges and ensure that the essence of pesantren remains intact in the era of globalization.

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It's 2023 and English is still not mandatory in primary school: A reflective essay



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Introduction

Having children is tough, especially if we decide to have more than one. Obviously, taking care of children is not as simple as taking care of pets. Children need to grow in an environment where they can develop themselves in an attempt to, at least, progress better than their parents. Parents not only need to take care of their basic needs but also supplement them with affection, skills, and nutrition in order to function well in society and have a better chance of living a prosperous and healthy life. Consequently, raising even one child is a serious responsibility that parents have to bear both financially and mentally. Japan, for example, has a serious problem concerning their population decline (Coulmas, 2007; Kato, 2014). Kato (2014) argued that the low fertility rate in Japan, especially in Tokyo metropolitan areas, is caused by young couples who decided to not have children due to their work schedule and long commute as well as the lack of public facilities in accommodating young families. In Indonesia, the total fertility rate (TFR) is predicted to decline as it is one of the Sustainable Development Goals (SDG) set by the Indonesian government (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2018). I assume that the Indonesian government has decided to suppress the fertility rate in order to encourage parents to care more for their children well-being instead of producing more children which potentially leads to neglection.

In order to ensure excellent development, parents need to equip their children with language skills. In Indonesia, most children grow up bilingually. They speak either Indonesian and one of the regional languages (Javanese, Sundanese, Madurese, etc.) or Indonesian and one global lingua franca (English, Arabic, Mandarin, etc.). Indonesia is even dubbed as the country with the top number of trilingual speakers in the world with most of the trilingual speakers are able to speak Indonesian, Javanese, and English (WoWShack, 2022). The data provided an insight on how versatile the Indonesian people in learning languages and how the global lingua franca plays a vital role in Indonesian society. However, the Indonesian government published a controversial policy in 2013 in which the government decided not to put English language as one of the mandatory subjects in the primary school curriculum (Sya & Helmanto, 2020). As a result, many parents are putting their children in bilingual schools which provide English, Arabic, or Mandarin in the schools' curriculum. Many of these schools are private schools and parents have to spend more in order to equip their children with adequate international language lessons.

There are two questions that this essay is attempting to answer. First, what are the consequences regarding the government decision to cross English out of the primary school curriculum? Second, what do schools, especially state schools, need to do to improve their English language learning? These questions will be answered by taking into account my personal experience as well as published journal articles and books.

Parents' dilemma

There are many things to consider when making appropriate decisions for our children. What food should we give our children? Are they nutritious? Will our children eat them happily? What school should we put our children in? Can we afford it? Will our children be safe? These kinds of questions should pop up whenever parents make important decisions for their children. I assume most of you who read this essay are (potentially) loving and caring parents and you want the best things for your children. If these thoughts haven't crossed your mind, then maybe reconsider having children in the first place. If the thoughts have crossed your mind, then that means you have applied critical thinking in helping you to make good decisions.

I personally have a son who speaks English as his first language. So, my main concern when finding a school for my son was 'does the school use English for daily communication?'. The last thing that I want to see is my son not being able to enjoy school because he has no one to talk to. I'm confident that many parents, albeit not the majority, share my concern for their children as well. I have to spend considerably more on my son's education, just to acquire this feature. Many schools see this opportunity and they use it, if not exploit it, for their benefit. Luckily, my son's school put a significant emphasis in learning languages (English, Indonesian, and Mandarin) in which I think will be a tremendous benefit for him. The fact that a school can provide such benefit should be accessible to all Indonesian citizens. What if there are parents who are concerned about their children's language development (especially international languages) but they are not able to provide such opportunities because of funding issues? The government should be able to bridge this gap and provide equal opportunities for everyone.

By making the English subject as optional for primary school level, the Indonesian government potentially deprive young Indonesian people's chance to be global citizens. Crystal (2008) estimated that there are approximately 1.3 billion people speak English as either first or second language globally. The Indonesian government policy regarding the English subject will most likely do more harm than good.

There's a possibility that we will have a whole generation with difficulties in using English as an important communication tool and it won't look pretty for the development of Indonesia as a nation with approximately 270 million people.

The golden age for learning languages is generally defined as less than 13-year-old according to the critical period hypothesis (Harley & Wang, 2014). If we don't utilise that learning opportunity, children will not be able to achieve maximum efficiency in their language acquisition. This will be apparent in their later language production, especially in speaking. If we turn a blind eye to the fact that English subject is not mandatory in primary schools, then the younger generation will have a slim chance to be able to take part in competing globally.

Making English lessons meaningful

The other issue, that we need to be concerned with, is the fact that most primary schools are still emphasising grammar lessons when teaching English in class. According to Sya & Helmanto (2020), 72% of schools which participated in their study are mostly teaching grammar in class. The schools are not only state owned but also private schools. Learning languages should not be conducted purely on learning grammar especially for young learners.

Instead, schools need to integrate their language learning in students' daily life. Greetings, asking for favours, showing gratitude, giving simple instructions can be done by using the target language. Therefore, students learn how to use the language in real life context instead of trying to grasp the abstract concept of grammatical rules in the English language. In addition, state schools can elevate their bargaining position as well as their reputations in front of parents.

Implementing the idea of teaching meaningful English, however, is challenging. Schools need to make sure that they have teachers who are capable of using English to at least C1 level. Having teachers as role models in using the English language is essential because young learners will most likely remember things that their teachers taught them. If they are exposed to incorrect use of language, then it will potentially hinder their progress in acquiring the target language. Therefore, the recruitment process needs to be evaluated and supervised rigorously. In addition, making sure that capable teachers receive proper incentives should also be regulated and implemented by the government so that teachers will be motivated to give their best.

Conclusion

The consequences of taking out English as a mandatory subject from primary school will potentially cost Indonesia dearly as a nation. Students will not be able to take full advantage of the critical period of acquiring and learning languages. As a result, a whole generation might not be able to compete competitively on a global scale later on due to the lack of English language exposure during childhood. In addition, learning English in schools should be meaningful and not really focusing on studying grammar. By integrating language learning in students' everyday life, the learning process will be meaningful and fun to do instead of discussing grammar related questions in class. Hopefully, the Indonesian government will be able to respond to this crisis promptly.

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Overcoming Challenges in English Study for Older Learners



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Do you ever think you are too old to master a new language? Have your parents ever said they are too old to study a new language? My aunt has expressed similar thoughts. She believes she is too old, at 50, to learn a new language, specifically English. Despite understanding the importance of English, she lacks confidence and doubts her ability. However, language learning is a lifelong journey with no age limits. In our diverse and interconnected world, communicating effectively in English has become increasingly essential for educational and professional opportunities, personal growth, and cultural enrichment (Bosisio, 2019). While the importance of English proficiency is widely acknowledged, there remains a significant population of elderly adults who face unique challenges in acquiring this language. Many of them never had the opportunity to study English during childhood, leaving them feeling excluded and lacking confidence in their language skills. Some older people refuse to learn and feel inadequate; most struggle with age-related barriers.

In contrast, English can make it easier for them to connect with the global community. Its widespread usage has made it essential for officials and businesspeople to interact with individuals from different countries and cultures. By adopting English as a common language, these individuals can bridge the gap between themselves and the global community, facilitating international relations, trade, and cooperation.

This essay focuses on some issues that address adult learners' language acquisition barriers, including creating a friendly environment and using specialized strategies. However, before discussing the answers, the writer brings forward some issues related to the foreign language learning challenges adults face.

Adults have problems acquiring a foreign language due to several issues: age, work routines, and health issues. Many elders indeed feel that age is a barrier to learning a new language—several obstacles for older people in learning a new language, especially English. As people get older, their brains mature and change. One change is a decrease in a trait called neuroplasticity, which is the brain's capacity to continue growing and evolving in response to life experiences. Children's developing brains have higher levels of plasticity than adult brains, which allows them to reconfigure their brains to a remarkable degree (Wood, 2022). According to a blog called Psychology Today, plasticity is the level of the brain's ability to adapt or change after being influenced or stimulated. This change makes it difficult for elders to train their brains to learn new language and sentence rules.

Another inhibiting factor is routine. Routine can be a barrier to learning a second language, especially for older people who have become used to setting work schedules over an extended period. This is particularly true for older people, many of whom may not have attended formal education for many years, and it often makes them feel shy and insecure. They frequently mistakenly assume they have lost the ability to learn new information and skills due to the ease and familiarity of their long-standing job practices. It also makes them afraid to learn a new language.

Acquiring a foreign language can be challenging for adults, particularly when dealing with underlying health issues. These health issues can significantly impact their cognitive abilities, memory, and overall learning capacity, making language acquisition more difficult. Cognitive impairment, which mostly occurs in older people, can be a big obstacle for them. Cognitive impairment is when you have problems remembering things and solving problems (Richey & Peters, 2022). Adults with cognitive impairments may struggle with memory retention, attention span, and the ability to grasp new grammatical structures and vocabulary. These challenges make it harder for them to learn and retain a foreign language effectively. Hearing loss is a common health issue among adults and can significantly impact language learning.

A research article in the *Journal of Speech, Language, and Hearing Research* (Hornsby, 2019) demonstrates that hearing loss affects speech perception and comprehension, particularly in noisy environments. Difficulties in accurately hearing and distinguishing sounds can make it challenging for adults with hearing loss to grasp the nuances of a foreign language, including pronunciation, intonation, and phonetic distinctions.

Despite the numerous challenges faced by elderly individuals in learning a second language, including those mentioned earlier, viable solutions exist that can effectively address these issues and assist them in studying English as a second language. The first solution is to make a positive and friendly environment to study. Creating a positive and inclusive learning atmosphere for older language learners is crucial. Clough (1992) points out that older adults display a preference for working with course mates of a similar age, avoiding traditional classroom procedures, while Duay and Bryan (2008) found that their elderly interviewees had rather take on an active role in their educational process, within a discussion, question or answer frame. Group activities, opportunities for peer interaction, and conversation practice can make older people feel more relaxed and increase their confidence in speaking English. Building an environment of community among learners creates a helpful network where people may exchange experiences, difficulties, and achievements.

Older learners must use specialized strategies to study efficiently. Older learners have unique needs related to their physical, cognitive, sociocultural and motivational dispositions ([Kaceti](#) & [Klímová](#), 2021). At the same time, they encounter age-related difficulties and dispositional, situational, and institutional barriers. So we must differentiate the way of study between older learners and young learners. These may include using the KeyWord Mnemonic method to remember new vocabulary. Keyword mnemonic asks the learners to connect a new vocabulary word to prior knowledge through keywords and mental images. This is how to use the KeyWord Mnemonic, a learner from Indonesia who wants to remember a new word, "chaos," which means complete disorder and confusion. To remember this word, the learner can create a mental image of a chaotic scene, such as a street filled with numerous shirts scattered all over, causing disorder and mess. This visual representation helps the learner associate the concept of disorder and confusion with the word "chaos."

Additionally, the learner can connect the word "chaos" and the Indonesian word "kaos," which means shirt. The learner notices that the pronunciation of "chaos" and "kaos" is similar. By linking these two words, the learner can form a mnemonic association, reinforcing their memory of the word "chaos." Whenever the learner thinks of "chaos," they can recall the visual image of disorderly shirts on the street and the similarity in pronunciation with the Indonesian word for a shirt, "kaos." (Djiwandono, 2022). Slower-paced classes, larger fonts in textbooks, and audio materials to assist those with hearing impairments also help them to learn easily. By tailoring instruction to their needs, older learners can feel more comfortable and confident in their language learning journey.

Consistency is key for language acquisition, and regular practice is especially important for older learners. Due to cognitive changes and declining memory recall, learning a new language might get harder as people get older. Consistent practice prevents these negative effects and preserves linguistic abilities. Older learners can strengthen their vocabulary, grammar, and pronunciation by setting up a regular time for English study, which will enhance their overall competency.

Regular practice also improves cognitive abilities, stimulating the brain and promoting mental flexibility. Additionally, it boosts confidence and reduces anxiety associated with language learning, enabling elders to communicate and connect with others in English-speaking environments effectively. As a result, with consistent practice, older English learners can improve their language abilities, keep their mental faculties sharp, and fully engage in social and cultural activities, ultimately leading to a richer and more rewarding life (Ginting, 2021).

In conclusion, Age; work schedules; and health concerns are reasons adults have difficulty learning a second language. It should never be an impeding factor to language acquisition, especially when it comes to mastering the English language. Older learners can overcome obstacles and succeed in their language studies by using specialized strategies, creating a friendly atmosphere, and continuing regular practice. We may help older learners embrace the lifelong process of language learning and enjoy the advantages of English proficiency by attending to their specific needs and difficulties.

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The Impact of English and Globalization on the Right Use of Indonesian in Young People: A Trigatra Bangun Bahasa Perspective



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"Menjunjung tinggi bahasa persatuan, Bahasa Indonesia", no longer has the right application in accordance with its pledge in *Sumpah Pemuda*. Language, as a mirror of cultural identity, is at the core of a nation's heritage. Today, however, the growing dominance of English and the tremendous influence of globalization have raised questions about the future of Bahasa Indonesia, Indonesia's national language. 10% of the Indonesian vocabulary consists of English loanwords. So, will English overshadow Indonesian and take over its significance among the younger generation? Will the "Trigatra Bangun Bahasa" guidelines remain as strong as they should be?

In today's globalized world, English has emerged as a dominant force, significantly influencing the linguistic landscape of many countries, including Indonesia. The widespread use of English, coupled with the details of globalization, has raised concerns about the impact on the good and correct use of Bahasa Indonesia among young people. Increased exposure to English through various media, such as media, technology, and education, has led to the integration of English loanwords and code-switching into everyday speech (Pakasi, 2009). According to the study of Ibrahim and Sukarno (2014), including English terms has resulted in the dilution of Indonesian vocabulary and the potential loss of cultural nuances. This integration of English words poses a challenge to maintaining the integrity and richness of Bahasa Indonesia.

The influence of English and globalization has also shaped language attitudes among young Indonesians, with English associated with prestige, global opportunities, and social mobility (Kusumaningrum, 2019). As a result, some young people prioritize English proficiency over mastery of Bahasa Indonesia. This phenomenon raises concerns about the devaluation of Bahasa Indonesia and its potential impact on effective communication and cultural identity. Research conducted by Suryadi and Paradowski (2016) highlights the need for a positive attitude toward Bahasa Indonesia to ensure its continued use and development.

Education policy plays an important role in shaping language acquisition and proficiency. The introduction of English language teaching at an early age, often at the expense of Bahasa Indonesia, has become a common trend influenced by the demands of globalization (Suryadi & Paradowski, 2016). As one of the efforts to balance this phenomenon, the Indonesian Ministry of Education, Culture, Research, and Technology, in collaboration with the Language Development Agency, echoed the existence of Trigatra Bangun Bahasa.

It is a linguistic framework developed in Indonesia, providing guidance to address these issues and maintain the integrity of Bahasa Indonesia. In its implementation, Trigatra Bangun Bahasa provides a valuable framework to address this imbalance by emphasizing the importance of prioritizing Bahasa Indonesia in the curriculum and recognizing the benefits of mastering a foreign language (Trigatra Development Team, 2013).

The first value of Trigatra Bangun Bahasa emphasizes the priority of Bahasa Indonesia, or in Indonesia, "Utamakan Bahasa Indonesia." This involves promoting linguistic integrity, maintaining a rich vocabulary, and ensuring effective communication among Indonesians (Kridalaksana, 2001). This is stated in Article 36 of the 1945 Constitution of the Republic of Indonesia, which reads that "The State Language is Bahasa Indonesia," and Law No. 24/2009, Article 36, Paragraph 3, also states that Bahasa Indonesia must be used for names of building., roads, apartments or settlements, offices, trade complexes, trademarks, business institutions, educational institutions, and organizations established or owned by Indonesian citizens or Indonesian legal entities.

Foreign languages, however, appear to be starting to replace this. It was found that English loanwords have significantly influenced the use of Bahasa Indonesia, with approximately 10% of the Indonesian vocabulary consisting of English loanwords. This impact of English on Bahasa Indonesia highlights the need to address language integrity and preserve the importance of the national language (Ibrahim & Sukarno, 2014). For example, young people are now more familiar with the term "PPT" than "Salindia", they use the word "MC" more often than "Pewara", or they also do not understand that "Pelantang" is the standard word for "Microphone" that they often say.

Behind the precariousness of this phenomenon, "Trigatra Bangun Bahasa" has significantly impacted efforts to prioritize Bahasa Indonesia. According to a recent news article by The Jakarta Post, the Ministry of Education has introduced regulations emphasizing the use of Bahasa Indonesia as the primary language of instruction in classrooms ("Ministry of Education Encourages Greater Emphasis on Indonesian," 2022). This shows the government's commitment to prioritizing the national language and maintaining its role in shaping the education system. 2019 data published by Badan Bahasa shows that around 97% of Indonesians speak Bahasa Indonesia as their first language ("Language Statistics in Indonesia," 2019).

This data underscores the importance of Indonesia as a key communication tool and supports its priorities within the Trigatra Bangun Bahasa framework. In addition to government initiatives, language attitudes and public opinion are evidence of prioritizing Bahasa Indonesia. The majority of Indonesian students who responded to a survey by Kusumaningrum (2019) stated that they would like to keep using and preserving Bahasa Indonesia, demonstrating the language's significance for national identity and cultural heritage. Preserving the local language is another important aspect of Trigatra Bangun Bahasa. Indonesia is a linguistically diverse country, with hundreds of local languages throughout the archipelago. The Language Development Agency data said Indonesia has more than 700 regional languages ("Language Statistics in Indonesia," 2019). These languages are important in expressing local identity, cultural practices, and traditional knowledge. Preserving these languages is important to maintain cultural heritage and foster respect and appreciation for linguistic diversity (Trigatra Development Team, 2013).

According to my daily observations, many children do not know Javanese, especially in the East Java region. Nowadays, I rarely find young people speaking Javanese, especially parents, according to Javanese uploads. They are more phased by speaking slang or foreign words for their daily activities. This has been proven by a study conducted by Masruddin, et al. (2019), which explored language shifts and attitudes among Javanese-speaking adolescents in Surabaya, East Java. The study found that younger generations increasingly prefer to use Bahasa Indonesia in daily interactions, limiting the use of Javanese. The authors attribute this shift to social factors such as peer influence, media exposure, and perceptions that Javanese can hinder educational and career opportunities. This is a critical issue that must be addressed immediately.

While Trigatra Bangun Bahasa emphasizes the preservation of Bahasa Indonesia, Trigatra Bangun Bahasa also recognizes the importance of mastering foreign languages, such as English, in a globalized world. These guidelines acknowledge the need for Indonesians to navigate international opportunities and engage in global interactions (Trigatra Development Team, 2013). Mastering a foreign language can enhance cross-cultural understanding, facilitate international collaboration, and open doors to broader educational and professional prospects.

Despite their challenges to Bahasa Indonesia, English and globalization offer certain benefits for the good and correct use of Bahasa Indonesia among young people. Research by Holmes (2012) shows that exposure to English can improve cognitive abilities, critical thinking skills, and intercultural understanding. In addition, incorporating English words and phrases into Bahasa Indonesia can facilitate communication and effectively convey certain concepts. For example, the Language Development Agency currently uses English for one of their programs, namely internationalizing Bahasa Indonesia and optimizing BIPA (Indonesian for Native Speakers). For your information, the Language Development Agency has currently targeted that by 2045, Bahasa Indonesia can become an international language, which correlates with utilizing the golden demographic bonus in 2045.

The increasing dominance of English and globalization have led to the growing integration of English loanwords in everyday conversations and have the potential to shift the use of Bahasa Indonesia and regional languages. This raises concerns about the devaluation of the Indonesian language and its impact on effective communication and cultural identity, especially among the younger generation.

The "Trigatra Bangun Bahasa" guidelines have been introduced to address this problem, stressing the priority of Bahasa Indonesia in education and daily communication and recognizing the importance of mastering a foreign language to benefit global interaction. While the influence of English and the epidemic pose challenges for the Indonesian language, they also offer benefits in terms of critical thinking, being open-minded in intercultural understanding, and creating a new generation that can compete. Therefore, it is important for us to continue preserving the Indonesian language and the various regional language varieties to preserve our cultural heritage. Let's continue to echo the Trigatra Bangun Bahasa, "*Utamakan Bahasa Indonesia, Lestarikan bahasa daerah, Kuasai bahasa asing*", *SALAM LITERASI!*

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Grammar's Important Place in Daily Life



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Before discussing serious material in this essay, I will tell you a story based on my experience. So one day, my friend needed some money to pay for the coffee he had bought earlier; he called me through WhatsApp asking for my help to lend him some money. I transferred some money to his bank, and he gave me a gesture of gratitude. However, he texted me like this “Thanks you Bonfil”, and I said to him “That’s wrong broo, when you say thanks, don’t say you after that, just say Thanks bro okayy?” So because of my experience, I think Grammar is important for us currently studying English Literature and for some daily life usages.

Grammar is important and plays a vital role in shaping the elegance and clarity in English Literature. The importance of grammar cannot be overemphasized, despite its variety in storytelling and literary classics. The following reasons explain why we must pay attention to learning grammar. Grammar helps us speak fluently, feel confident talking to others, improve clarity and accessibility, and get better grades at school or university.

We build a strong basis for building sentences, understanding language patterns, and effectively using them through grammar. By making sure our speech follows the grammatical standards and customs of the language we are using, this information helps us communicate more smoothly. Increasing our vocabulary typically goes hand in hand, or one in one. Grammar rules enable us to choose the appropriate words for

efficient communication by allowing us to comprehend how words are used in various circumstances. We can communicate in speech more precisely and fluidly if we have a larger vocabulary. "Grammar is the structural foundation of our ability to express ourselves. The more we know how it works, the more we can monitor the meaning and effectiveness of how we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English." David Crystal, "In Word and Deed," *TES Teacher*, April 20, 2004. With a good understanding of grammar, writers can create meaningful sentences that connect with readers. From choosing the right words to organizing sentences, grammar helps writers bring their stories to life.

When someone learns good grammar, they can be more confident when talking to others. When someone is satisfied, it can be seen in their actions, manner, and conversation. They have a strong belief in themselves and their talents. Self-assurance, a positive self-image, assertiveness, resilience, openness to learning, and positive body language are all characteristics of a confident frame of mind. Confident individuals have a sense of self-assurance. They trust their judgment and decision-making abilities, which are reflected in their actions and communication. Positivity about ourselves and confidence are closely related. People who are confident in themselves believe in their values and worth and have healthy self-worth. Confident

people frequently show positive body language. They convey a sense of presence by standing tall, making eye contact, speaking clearly and firmly, and speaking loudly. Their nonverbal cues reveal how confident and self-assured they are. The conviction that you can learn and develop does not imply being confident and receptive to new experiences, criticism, and acquiring further information and abilities. They view difficulties as chances to advance or improve their skills. Knowing grammar will help us avoid errors that make our English sound strange to native speakers. Since oral communication and, in particular, dialogue are bilateral processes in which the receiver or the person being spoken to, can request clarification and repetition from the speaker until the meaning of a message is clear, it is generally possible to communicate orally, not only through dialogue, with just a minimal mastery of grammar.

By offering a set of rules and standards for the structure, organization, and usage of language, grammar increases communication clarity. Clarity is the most crucial component of communication. Grammar rules are in place to improve clarity. In messaging, social media, and email platforms, clarity is vital. It is time-consuming to explain yourself again when grammatical errors lead to confused communication. The audience can misunderstand and act incorrectly if we are given directions. A lack of effective communication could lead to a pointless argument in this situation. While it will not

eliminate all misunderstandings, proper grammar will greatly reduce them. We can communicate our message simply and concisely the first time we use correct grammar. Grammar supports language usage consistency. It offers rules for keeping verb tenses, pronoun references, and other grammatical constructions consistent. Clarity is enhanced by consistency because it results in a written or spoken statement that is cohesive and coherent.

By encouraging clear communication, improving comprehension, lessening cognitive load, fostering inclusion, enabling assistive technologies, and enhancing professionalism, good grammar increases accessibility. It ensures that language is clear and understood by a wide range of readers, allowing people with various backgrounds and cognitive skills to interact with the information successfully. Good language makes clear and precise communication of ideas and messages possible. It makes written and spoken language clearer and less prone to ambiguity, confusion, and misinterpretation. Thanks to this clarity, the text is more approachable for a wider range of people, including those with various linguistic backgrounds, thinking abilities, or reading levels.

Proper grammar enhances the professionalism and reliability of both spoken and written communications. It displays linguistic proficiency, attention to detail, and a dedication to clear communication. A wide range of people are more inclined to trust and engage with clear grammar content, which increases credibility.

Writing essays that get good scores requires written grammatical proficiency if you want to succeed in undergraduate or graduate school. Grammar mistakes could affect the quality of your research, or ideas, or arguments when we submit an essay or research paper. When we use words riddled with grammar errors, they lose their impact. Even if the overall quality of the work is high, an examiner or instructor will penalize it for these errors. Spelling, punctuation, and sentence construction are all aspects of grammar that require careful attention. Our dedication to providing attention to these details demonstrates commitment to producing accurate and error-free work. Professors and teachers value appropriate language use, and this can help us receive better grades. Works become more understandable with clear grammar. Teachers and lecturers can better comprehend and evaluate our work when our thoughts are presented clearly and coherently. Their evaluation of our work will be higher because they can follow ideas, supporting data, and analysis thanks to our clear expression.

In conclusion, grammar is certainly significant and impacts many facets of our lives, including language proficiency, communication assurance, expressive clarity, accessibility, and academic success. We build a solid basis for making sentences, comprehending linguistic patterns, and successfully expressing ourselves by studying and practicing grammar. Grammar standards help us communicate more fluidly, increase the number of proper words we use, and broaden our vocabulary, which results in more accurate and fluid communication. Additionally, adequate grammar increases professionalism in communication, increases clarity, lessens misunderstanding, promotes diversity, and supports assistive technologies. Strong grammar skills are also necessary for getting better scores in educational contexts since they show that the writer pays attention to detail, uses clear language, and follows professional writing standards. Overall, grammar is an essential tool for humans.

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Promoting Speaking Fluency in the English Language Classroom



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English has emerged as a global language that facilitates communication and unlocks many opportunities in today's interconnected world. The ability to speak English fluently is highly desirable and essential for success in academic, professional, and personal spheres. Therefore, it is imperative for English language classrooms to prioritize developing speaking skills among students. This essay explores effective strategies for promoting speaking fluency in the English language classroom, focusing on creating a supportive environment, employing interactive activities, incorporating authentic materials, and leveraging technology. Promoting Speaking Fluency in the English Language Classroom: Effective Strategies for Creating a Supportive Environment, Employing Interactive Activities, Incorporating Authentic Materials, and Leveraging Technology." (Smith. J., 2010)

A supportive classroom environment is pivotal in building students' confidence and willingness to engage in spoken English (Ginting, 2021). Teachers are responsible for creating a safe and inclusive space where students feel comfortable expressing their thoughts and opinions without fear of judgment or ridicule. When students feel valued and respected, they are more likely to participate in speaking activities actively.

Positive teacher-student relationships and peer collaboration can significantly improve students' self-esteem and motivation to speak up. By establishing rapport and fostering a sense of belonging, teachers enhance students' overall learning experience and create an environment conducive to speaking fluency. Incorporating ice-breaking activities, group discussions, and role plays further promotes an atmosphere that encourages active participation and fosters speaking fluency.

To develop speaking fluency, English language classrooms should prioritize interactive activities that provide ample opportunities for students to practice speaking in various contexts. Pair and group work activities allow students to engage in authentic conversations, promoting the application of language skills in real-life situations. Such activities enable students to participate in meaningful interactions actively, enhancing their speaking fluency and communicative competence. Debates, presentations, and simulations are particularly effective in promoting critical thinking, argumentation, and the development of coherent speaking skills. These tasks require students to analyze, synthesize, and express their ideas effectively, thereby facilitating the development of oral fluency. Teachers can further enhance students' oral communication skills by designing tasks that require students to discuss relevant topics, express their opinions, and negotiate meaning.

Using authentic materials, such as videos, audio recordings, newspaper articles, and podcasts, offers students exposure to real-world English language usage. Authentic materials provide valuable linguistic and cultural insights, helping students better understand natural language patterns and expressions. They expose students to different accents, speech rates, and communication styles, preparing them for real-life encounters with native speakers. By incorporating authentic materials into speaking activities, teachers provide students with opportunities to enhance their vocabulary, idiomatic expressions, and fluency. Moreover, authentic materials foster students' cultural awareness and understanding, enabling them to communicate effectively in diverse English-speaking contexts.

Incorporating technology in English language classrooms can significantly enhance speaking fluency. Online resources, language learning apps, and virtual communication tools allow students to practice speaking skills independently and outside the classroom. Platforms like language exchange websites, video conferencing tools, and online discussion forums enable students to interact with native speakers or other English learners worldwide, encouraging cross-cultural communication and improving fluency through real-life interactions.

Using voice recording software or mobile applications allows students to self-assess their speaking abilities and track their progress over time. Technology enriches the learning experience and empowers students to take ownership of their language development.

In education, relying solely on one approach is insufficient, and it is more practical to adopt an eclectic approach by combining various methods. This principle also holds for English-speaking classes, where combining different techniques is necessary to foster English speaking skills and effectively promote authentic oral communication. Using these approaches separately or together should be based on students' needs, English proficiency levels, activity types, and lesson objectives. By considering these factors, a more viable solution can be found. Additionally, it is important to recognize that accuracy and fluency in language learning are not contradictory but rather interconnected, as they mutually influence each other. Accuracy brings fluency, and fluency brings further accuracy (Willerman, 2011)

Teachers play a vital role in promoting speaking fluency in the English language classroom. (Wang, 2005) gives practical suggestions for teachers who want to encourage English-speaking motivation in their classrooms and aim to create autonomy-supportive climates. They must adopt a learner-centered approach focusing on individual students' needs, interests, and learning styles. By understanding their students' strengths and weaknesses, teachers can tailor their instruction to meet their needs, optimizing learning outcomes. Providing constructive feedback, correcting errors, and modeling fluent speech is crucial in guiding students toward more accurate and confident speaking. Moreover, teachers should facilitate a balance between accuracy and fluency, encouraging students to prioritize

In conclusion, promoting speaking fluency in the English language classroom is paramount in preparing students to communicate effectively in today's interconnected world. English has evolved into a global language that enables communication and opens doors to various academic, professional, and personal opportunities. English language classrooms must prioritize cultivating speaking fluency to ensure students develop the necessary speaking skills.

The strategies discussed in this essay highlight key elements for promoting speaking fluency. Creating a supportive environment where students feel safe to express themselves without fear of judgment is essential. Positive teacher-student relationships, peer collaboration, and engaging activities such as ice-breakers, group discussions, and role play foster an atmosphere that encourages active participation and boosts speaking fluency.

Interactive activities catalyze enhancing speaking skills. Pair and group work activities provide students with authentic opportunities to engage in meaningful conversations, applying language skills to real-life contexts. Debates, presentations, and simulations further develop critical thinking, argumentation, and coherent speaking. By incorporating tasks that require discussing relevant topics and expressing opinions, teachers facilitate the development of oral fluency.

Using authentic materials enriches students' language learning experience by exposing them to real-world English language usage. Videos, audio recordings, newspaper articles, and podcasts offer valuable linguistic and cultural insights, enabling students to understand better language patterns, expressions, accents, speech rates, and communication styles. Authentic materials also prepare students for interactions with native speakers, improving their vocabulary, idiomatic expressions, and overall fluency.

Technology can significantly enhance speaking fluency by providing students with accessible resources, language learning apps, and virtual communication tools. Students can independently practice their speaking skills through online platforms, engage with native speakers, and participate in global language exchange opportunities. Voice recording software and mobile applications also facilitate self-assessment and progress tracking, empowering students to monitor their language development.

Teachers play a crucial role in promoting speaking fluency. Teachers can provide tailored instruction that maximizes student potential by adopting a learner-centered approach that considers individual needs, interests, and learning styles. Constructive feedback, error correction, and fluent speech modeling guide students toward accurate and confident speaking. Balancing accuracy and fluency while incorporating diverse speaking tasks allows for gradual improvement in students' speaking skills.

By implementing these strategies—creating a supportive environment, using interactive activities, incorporating authentic materials, and leveraging technology—teachers can empower students to develop confidence, linguistic proficiency, and cultural understanding. These skills are essential for success in diverse English-speaking contexts, equipping students with effective communication abilities to thrive in the globalized world.

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Harnessing the Power of Duolingo and Multimedia for English Proficiency



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Imagine yourself as someone who has difficulty with English and finds it difficult to express themselves. Honestly, that's me. I used to only learn English through social media and see articles and news in English, and it was quite boring because it only contained a lot of writing. One day, I came across an advertisement for Duolingo that interested me. Learning English became an adventure with Duolingo, and I quickly noticed my vocabulary growing. Words that once baffled me now become familiar and easier to use. Duolingo makes learning enjoyable with its interactive exercises and clever tricks. It boosted my confidence and transformed me from a hesitant learner into someone who can confidently communicate in English. Duolingo became my secret weapon, opening doors to new opportunities and connections.

Integrating multimedia tools, such as Duolingo and interactive visual and auditory resources, offers an innovative and engaging method for English language learners to expand their vocabulary and achieve mastery in pronunciation. Duolingo's mix of interactive exercises, audio recordings, and fun mnemonics made learning enjoyable. Words that used to confuse me became familiar and easy to use.

In addition, the availability of Duolingo as a free application is a significant advantage for English learners, as it is especially beneficial for those who may not have the financial means to invest in expensive language courses or textbooks. By removing financial barriers, Duolingo has opened up opportunities for more individuals, like myself, to embark on an English learning journey.

As we know, in Indonesia, English is a foreign language, and learning English as a second language can be daunting. Still, the right approach can become an enjoyable and rewarding journey. Through visual and auditory methods, it's so helpful to enhance English skills. The ability in English is essential in today's linked society for communication. English continues to be an important language for global communication, and there are several key areas that people should focus on when learning English.

Increasing vocabulary is an important component in English to master our major skills such as speaking, reading, and writing. To be proficient, we must acquire as much English vocabulary as possible. It can learn new words, their meanings, and their usage in different contexts. Vocabulary can be defined as the words that must be known to communicate effectively, words in speaking (expressive vocabulary), and words in listening (receptive vocabulary) (Aminatun & Oktaviani, 2019). This act can help us express ourselves accurately when we want to communicate with others.

With Duolingo, they gave exercises to add new vocabulary. I like that Duolingo helps me commit to learning vocabulary daily. Even though I was out of town or at night, it did not mean I could not study. Especially now that we always carry our cellphones, if we commit every day, Duolingo can help English learners. Nowadays, improving technology can help us be more effective at learning English.

Besides Duolingo, many kinds of multimedia that can be more effective in learning English through visual and auditory methods, such as music, videos, and movies, can be an exercise and encourage English skills. One of the reasons why songs are an important component of teaching world languages is that music connects students with new cultures and opens up a whole new world. Songs are the one act that can be an effective way to increase enthusiasm for learning English. Therefore, when I am listening to music little by little, it can help me to remember vocabulary and use the songs with interest in learning English.

After that, songs can be memorized to increase English vocabulary, so the goal of learning English as a communication tool can be attained. Nowadays, many people use song apps. Maybe, like me, I like to use the Spotify app to listen to music. As a foreigner, it helps me learn Western music more effectively.

Also, there are lyrics, so learning new vocabulary is very helpful, and I can also sing more easily. When people sing the song, it also makes it easy for the person to know the meaning of each of the lyrics of the music, get new ideas, and also develop their vocabulary. According to Lozanov in Wangi et al. (2017), the environment produced by the song increases the ability to remember new vocabulary because people find it much easier to memorize something fun and melodic than a standard sentence.

In addition to increasing vocabulary by listening to music, to enhance their English skills, people must have good pronunciation for better communication. Sometimes people in Indonesia, such as Javanese, Sundanese, Balinese, etc., struggle and wrong pronunciation, which can confuse the learners. The purpose of listening to music, when I sing a song, it can help to pronounce the correctness of each word. So, listening to and singing music can make the speaking ability level nicer and clearer. Furthermore, most students are too lazy to check the correct pronunciation of the words in the dictionary and cannot develop their speaking skills (Mandasari & Aminatun, 2019). So, it's important to have a learning strategy to improve speaking skills and learn pronunciation.

After that, when I started to play Western music, I liked to follow the music's tone, analyze the lyrics, and sing along with the music. This act can help me remember new words and pronounce them correctly. However, this cannot just happen once. It can be more effective when you do it every day.

On the other hand, watching movies also increases vocabulary with visual and auditory methods; it makes people learn new words. When watching a movie, it's not just seeing the interesting pictures to see, but we can also imagine the meaning of words when they are described from the image when we do not know the importance of the vocabulary. If we watch a movie as part of our daily routine or as a habit, we should use subtitles to ensure we understand the vocabulary. Al-Sarhan (2013) stated that watching movies can improve students' vocabulary mastery. Watching English movies could also have other advantages, such as keeping students interested in learning English and learning some new words and phrases used in English movies (Sari & Sugandi, 2015).

Conclusion

In conclusion, utilizing Duolingo and multimedia resources presents a powerful method for enhancing English proficiency. Duolingo's interactive exercises and gamified approach make learning enjoyable and accessible, while multimedia tools such as music and movies provide a dynamic and immersive learning experience. By integrating these resources into language learning routines, individuals can overcome obstacles, expand their vocabulary, and improve their pronunciation. The combination of Duolingo and multimedia unlocks the potential for personal growth, fosters cultural understanding, and empowers learners to communicate confidently in English, opening doors to new opportunities in an interconnected global society.

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How Students Use Artificial Intelligence (AI) Effectively



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Do you know that using AI unwisely can have negative effects on students? From my own experience, when I was still in Senior High School, I depended so much on AI that I became lazy thinking about my problem and had no intention of studying. After that, my grades went down, making me very sad. Then, it makes me realize that students need to use AI effectively, and I will explain how to use AI effectively for students.

Artificial Intelligence is a system that has been developed and is capable of innovating in its field of study. It is modeled on both machines and computers and can have the same or even more intelligence as humans. Haugeland (1996) argues that AI is mind design, which means creating a system similar to how the human brain works. According to the Google: Future of Education report released by Google Indonesia on 22/5/2023, artificial intelligence (AI) will bring big changes to the world of education, including in Indonesia. Shantanu Sinha, Vice President of Google for Education, explained that AI has many advantages and disadvantages in the educational context. He revealed that AI has great potential to develop and assist in digitizing education. Without realizing it, AI has grown rapidly and can help humans in many ways. One example is Google. Google is one of the proofs that AI has developed. With Google, we can find any information we need easily, and it helps many students learn new things or get help with their assignments.

Using AI has many benefits for many people, especially students. Students can access a lot of information or save their assignments easily by using AI. It can help students do their assignments by giving them as much information as possible. The Information AI gives students can help them learn many things, especially things that the teacher didn't teach them at school. AI can solve a question that is difficult for the students with a clear solution, so they can learn how to solve it too. And AI has many ways to teach students, with many method variants. However, while AI opportunities are promising, AI systems' impact on culture, norms, and expectations about interactions between students and instructors remains elusive (Seo et al., 2021).

Nowadays, students have their own way of doing their assignments or studying. They can use the internet fluently. Although they can use the internet fluently, it does not mean they can use it wisely. Most students nowadays are too dependent on AI. Students are too lazy to think about solutions for their problems and too lazy to study because they have gadgets to access AI and believe that AI can solve all their problems easily (Manongga et al., 2022). This situation makes their brains stop working, and they can create something with their creativity.

This is the worst situation that could happen because of AI, which makes human beings, especially the young generation, feel lazy to think with their creativity because they are very dependent on their gadgets, which can make students' common sense dead. This situation should not happen because the young generation must adapt to new technology and discover something new, not become slaves to AI.

Why do students need to learn to use AI effectively? The first reason for it is that AI is not perfect like a human, AI can be broken or have maintenance, AI cannot communicate well with humans or show some expression, and there are still many AI weaknesses. Felix (2020) stated that state-of-the-art AI applications could not be bodily present like human teachers nor teach existential reflection, norms, values, or a sense of self, history, and society. The other reason is to ensure that humans do not depend very much on AI. They need to rely on their creativity so AI can be more effective. And the other reason is to avoid the death of human creativity because, without our creativity, we will become just like AI which follows the program and does not have its creativity. To handle AI weaknesses, humans, especially students who are still young, must learn how to use AI effectively.

The first step to learning AI effectively is that students need to improve their ability to use AI with critical thinking because critical thinking is important to understand when using AI. With improved critical thinking, we can learn how to use AI wisely. The meaning of using AI wisely, in this case, is that we can know what humans can do and what AI cannot do. The examples are AI cannot think critically like humans, AI can't communicate well with humans, and AI cannot be creative like humans. Many things can be improved by using AI. The second step to effectively learning AI is that students need to learn more about it and study to use it. With more knowledge, we will have more options to use AI effectively, and after we know much about AI, it will have some skills to use it.

In my opinion, students need to learn AI because technology, especially AI, is developing very fast. AI is smarter than humans, but AI is not perfect because it can't do what humans can, so humans, especially young learners, must study to understand the use of AI. We do not live under AI's control, but otherwise, it will help humans discover a better solution for every human need or problem.

In conclusion, students need to learn how to use AI effectively. There are many ways to learn how to use AI effectively, like adding some knowledge about it and not just depending on it, but we must also use our creativity. We need to use it with critical thinking so AI can be more effective for them. As students, we must find a balance and take advantage of the possibilities of Artificial Intelligence while developing our critical thinking, creativity, and independence. By embracing AI with critical thinking, students can harness its potential to improve their learning. Therefore, students can take full advantage of technology by enhancing their critical thinking skills.

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Enhancing Language Acquisition



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Engaging young English language learners is paramount as it plays a crucial role in their language acquisition journey. Students are more likely to develop and reinforce their language skills effectively when actively involved and motivated in the learning process. Games create dynamic and interactive learning environments that stimulate motivation, active participation, and language development. This essay explores the effectiveness of incorporating various types of games into language learning, the benefits they offer, strategies for creating a positive learning environment, and alternative assessment methods. To support the discussion, relevant citations from prominent researchers in the field are included.

Game-based learning, including vocabulary and grammar games, communication activities, and interactive tasks, effectively enhances language acquisition among young learners by promoting vocabulary retention, grammar reinforcement, and effective communication skills. Despite potential challenges, educators can create a positive learning environment by implementing practical strategies and alternative assessment methods, ensuring the integration of games into language learning effectively fosters collaboration, motivation, and self-confidence among students.

Vocabulary games are instrumental in expanding young learners' word banks and enhancing their lexical knowledge. Games like "Word Association" or "Memory Match" require learners to connect words with their meanings or find matching pairs, promoting vocabulary retention and retrieval. As Pinter (2006) highlights, vocabulary games are particularly effective in consolidating word knowledge and encouraging vocabulary exploration.

Engaging young learners in grammar exercises can be challenging, but grammar games offer an enjoyable approach to reinforce language structures and rules. Games like "Grammar Race" or "Sentence Scramble" encourage students to manipulate grammar components, apply correct syntax, and construct grammatically sound sentences. Thornbury (2002) emphasizes the role of grammar games in making language learning more engaging and memorable.

Effective communication skills are vital in language acquisition. Communication games like "Role-Play" or "Guess Who?" provide learners with opportunities to engage in meaningful conversations, express ideas, and negotiate meaning. Maley (2005) advocates using drama techniques, including role-plays, to enhance communication skills and promote fluency. The comprehensive collection of language games by Wright et al. (2006) caters to learners' diverse needs and proficiency levels, facilitating authentic language use.

Interactive tasks, such as problem-solving activities and group projects, encourage collaboration, critical thinking, and language negotiation. Learners are required to communicate, make decisions, and solve challenges collectively, providing them with valuable language practice in a meaningful context. Hadfield (1992) stresses the importance of interactive tasks in promoting active participation and fostering language development.

Games and playful activities create a supportive and inclusive classroom atmosphere where learners feel comfortable taking risks and expressing themselves in English. As highlighted by Medwell and Simpson (2008), creating a positive classroom climate is crucial for cultivating language acquisition. To achieve this, educators must implement practical strategies, including game selection that aligns with language learning objectives and adapts games to suit varying proficiency levels and classroom dynamics. Clear instructions and modeling of gameplay help students understand rules, objectives, and expectations. Reflecting on language learning outcomes allows students to identify language skills practiced during games and their contribution to overall language development. Additionally, rotating roles and providing constructive feedback ensure equal participation and language skill development.

Assessing learning outcomes in the context of game-based learning requires a departure from traditional assessment methods. Formative assessment, rubrics, self-assessment, portfolios, project-based assessments, and peer evaluation are some effective strategies to evaluate students' language development in a more authentic and comprehensive manner (Thornbury, 2002; Harmer, 2015).

Despite the benefits of game-based learning, educators may encounter challenges in integrating games and playful activities into their teaching practice. These challenges include classroom management, time constraints, curriculum alignment, and catering to individual learner differences. By acknowledging and proactively addressing these challenges, educators can create a vibrant and effective learning environment (Maley, 2005).

Game-based learning serves as a powerful tool for engaging young English language learners and promoting their language development. Incorporating various types of games into language learning facilitates vocabulary expansion, grammar reinforcement, effective communication, and critical thinking skills. A positive learning environment, fostered by games and playful activities, enhances collaboration, motivation, and self-confidence among learners. Implementing practical strategies for game-based instruction and alternative assessment methods supports effective integration of games into the language learning curriculum.

Despite challenges, educators can harness the benefits of game-based learning to lay a strong foundation for lifelong language acquisition among young learners.

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Strategies for Teaching Vocabulary to English Language Learners as a Foreign Language



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Have you ever been in a foreign country, struggling to communicate with locals due to a limited vocabulary? The frustration and helplessness that come with being unable to express yourself effectively can be amplified when you are a student attempting to grasp a new language in a classroom where English is not your native tongue. Teaching vocabulary to English Language Learners(ELLs) presents a unique and intricate challenge that requires innovative strategies to bridge the linguistic gap and foster meaningful language acquisition.

English has become the universal language of connection and opportunity in today's globalized world—research conducted by Mauranen (2009). For ELLs, mastering vocabulary is crucial to unlocking the doors to effective communication, academic success, and social integration. However, the path to vocabulary acquisition is riddled with obstacles, especially when English is not the student's native language. The question arises then: How can educators effectively navigate these challenges and equip ELLs with the linguistic tools they need to thrive in their language learning journey?

One of the primary challenges in teaching vocabulary to English Language Learners(ELLs) as a foreign language is the presence of a limited vocabulary, which often leads to communication barriers (Allen, 1983). ELLs may struggle to express their thoughts and ideas effectively, hindering their language proficiency.

This limitation can result in frustration, diminished self-confidence, and isolation in academic

and social settings (Elmadi, 2020). To address the problem of limited vocabulary and communication barriers, education has embraced the strategy of contextualized instruction. Contextualized instruction provides meaningful and relevant contexts for vocabulary learning, enabling ELLs to understand and retain new words better. Research by Qian (1996) demonstrates the effectiveness of contextualized instruction in enhancing vocabulary acquisition for ELLs. By linking new words to familiar situations or authentic materials, ELLs can see the practical applications of the vocabulary, improving their comprehension and retention. For example, a science teacher may introduce scientific terms through hands-on experiments or real-life examples, making the vocabulary more accessible and relatable to ELLs.

Another effective teaching strategy for ELLs is incorporating vocabulary games and activities. Making the learning process enjoyable and interactive can significantly engage and motivate ELLs. Games such as word puzzles, memory matching, or vocabulary bingo can playfully reinforce vocabulary acquisition (Puspita, 2017). Additionally, interactive activities like role-plays, discussions, and multimedia presentations can encourage ELLs to use and practice newly learned vocabulary in meaningful contexts, enhancing their language skills and confidence (Ginting et. 2022).

For instance, a language teacher may organize a vocabulary scavenger hunt or a role-playing activity where ELLs have to use specific vocabulary to communicate and solve problems, promoting active engagement and language practice. The positive impact of vocabulary games and activities on vocabulary development among ELLs have shown (Karaaslan et al., 2018).

Visual aids also play a crucial role in vocabulary instruction for ELLs, offering a valuable solution to the problem of limited vocabulary. Using flashcards, real-life objects, or visual representations helps ELLs associate words with concrete images, facilitating comprehension and memory recall. Research conducted by Barani (2010) supports using visual aids in vocabulary instruction for ELLs. Teachers can create visually stimulating learning environments by displaying word walls, posters, or charts reinforcing vocabulary learning (Bakhsh, 2016). Teachers can also leverage technology by incorporating educational apps, online resources, and multimedia materials. These resources provide interactive exercises, audio-visual components, and vocabulary-building games tailored to the specific needs of ELLs. Research by Tahir et al. (2020) demonstrates the positive effects of technology on engagement and individualized learning for ELLs. Integrating technology in the classroom enhances engagement and allows for individualized and self-paced learning experiences.

Implementing project-based learning (PBL) can also provide ELLs with authentic and immersive language experiences. Through PBL, ELLs can actively engage in hands-on projects that require them to apply vocabulary in real-world contexts. For example, ELLs can collaborate on research projects, presentations, or community service initiatives that involve using and expanding their vocabulary while addressing meaningful and relevant issues. This approach strengthens their language skills and promotes critical thinking, problem-solving, and collaboration.

By implementing these strategies, educators can effectively tackle the challenge of teaching vocabulary to ELLs as a foreign language. Contextualized instruction, vocabulary games and activities, and visual aids and technology create an engaging and supportive learning environment, enabling ELLs to overcome communication barriers and develop a stronger command of the English Language. With these effective strategies, ELLs can experience improved language proficiency, increased self-confidence, and a greater sense of inclusion in both academic and social settings. As educators continue exploring innovative approaches to teaching vocabulary, the language acquisition journey for ELLs becomes more enjoyable, meaningful, and successful.

As the field of language education continues to evolve, educators must remain at the forefront of research and best practices in teaching vocabulary to English Language Learners(ELLs) as a foreign language. By staying informed about the latest advancements, educators can refine their instructional approaches and tailor them to ELLs' specific needs and challenges. One promising avenue for further exploration is integrating multicultural literature and diverse texts into vocabulary instruction. By exposing ELLs to a wide range of literary works and texts that reflect their cultural backgrounds and experiences, educators can enrich their vocabulary and foster a sense of identity, belonging, and cultural appreciation. Engaging ELLs with literature that resonates with their experiences can deepen their connection to the language and enhance their overall language development.

In conclusion, as the field of language education continues to evolve, educators must embrace emerging trends, research, and best practices in teaching vocabulary to ELLs as a foreign language. Educators can enhance their instructional approaches by incorporating multicultural literature, project-based learning, technology, and ongoing professional development, providing ELLs with meaningful, engaging, and effective vocabulary instruction. Educators can continuously adapt and refine their strategies to empower ELLs to develop a robust vocabulary, improve their language proficiency, and thrive in academic and social settings.

Through their dedication and innovation, educators play a vital role in shaping the language acquisition journey of ELLs and fostering their success as confident, effective, and culturally aware communicators in the English language. Educators hold the key to unlocking the doors of opportunity and empowering ELLs to become global citizens and effective communicators in the English Language.

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The Impact of Studying Foreign Cultures: Expanding Perspectives beyond Language



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Have you ever watched a foreign film or variety show and found yourself in a situation where they suddenly burst into laughter, and you could only give a fake smile while trying to understand what was happening? Can you relate to this experience? If so, same here! I've been through it too. It happened when my teacher played an English video featuring an interview with a famous American artist. At first, I enjoyed understanding the conversations in the video, but as it progressed, I started to get confused about the context of their discussion. Suddenly, my teacher burst into laughter in the middle of the video. My friends and I, who didn't understand, could only respond with a "fake laugh" while wondering, "What's so funny that it needs to be laughed at?" This incident inspired me to discuss this case in my essay.

In today's era of globalization, learning a foreign language is not just an option but a necessity. In this interconnected world, the ability to communicate in various languages plays a crucial role. We now know that studying a foreign language offers surprising benefits. In business, communicating with international partners, negotiating trade deals, and understanding global market needs are key to success. Additionally, in the digital and internet age, access to international information and resources has become easier, and foreign language skills enable individuals to take advantage of these opportunities. Socially and culturally, learning a foreign language also opens doors to

broadening perspectives, understanding different viewpoints, and promoting intercultural dialogue. Ferreira and Morrison (1994) mention that those who master a foreign language experience improved communication skills, better cognitive development, richer cultural awareness, and better job prospects. It's no wonder that more and more people are striving to learn a foreign language.

Unfortunately, in my learning environment, the focus is often solely on learning grammar, vocabulary, or speaking skills when studying a foreign language. However, there is another equally important aspect that is often overlooked, which is cultural understanding. Sun (2013) mentions that language and culture are inseparable and interconnected. Language is vital in transmitting beliefs, values, and norms that reflect culture. Conversely, culture serves as the foundation and one of the main attributes of a language that significantly influences it. Therefore, it can be concluded that without language, culture cannot be understood, and similarly, without culture, language becomes like water without a source or a tree without roots. Hence, it is important for us not only to focus on language learning but also on related cultural understanding.

When we learn a foreign language and immerse ourselves in its culture, we gain numerous positive benefits. One such benefit is the opportunity to enhance our understanding of various perspectives, traditions, and cross-cultural norms. Through immersion in diverse

cultures, we can cultivate empathy, tolerance, and respect for individuals who may be different from us. This comprehension nurtures harmonious and respectful interactions, fostering an inclusive and interconnected global community.

In addition, understanding and learning foreign cultures play a role in enhancing effective communication. According to Paige et al. (2003), culture learning is the process of acquiring knowledge, skills, and attitudes specific to a culture and general cultural knowledge to communicate and interact effectively with individuals from other cultures. It is a dynamic and ongoing process that engages the learner cognitively, behaviorally, and emotionally. Effective communication is exchanging ideas, thoughts, opinions, and knowledge that can be understood with clarity and purpose (Merlino, 2017). With a deep understanding of culture, we can avoid misunderstandings and convey messages accurately. For example, in Indonesian culture, smiling at a stranger is not a problem as it is considered a sign of politeness and friendliness. However, smiling at a stranger in Russian culture can be considered foolish. With this cultural understanding, we will be aware of and avoid misunderstandings by not casually smiling when interacting with Russians.

Adapting our communication style to the prevailing cultural norms can also lead to more effective communication. For instance, when learning Japanese, it is important to understand grammar and vocabulary and

learn about Japanese culture. In Japanese culture, concepts such as politeness and social hierarchy exist. With a good understanding of these cultural aspects, one can use Japanese more appropriately in various situations, such as using polite words when speaking to elders or speaking politely in public places. One can also respect the cultural practice of bowing as a form of nonverbal communication with its complex meanings. This enables more effective communication with Japanese people, as they will appreciate our efforts to understand and respect their culture.

Furthermore, understanding foreign cultures provides a competitive advantage in an increasingly competitive job market. In the modern era, intercultural relationships are important, particularly in business and professional. International companies actively seek employees who possess a strong cultural understanding of the countries in which they operate. Javidan et al. (2006) emphasize that companies look for individuals who can think openly and comprehend diverse cultures. Imagine someone who possesses language skills and a deep cultural understanding of China. Such an individual can communicate in Mandarin and understand business ethics, social norms, and methods of interacting with Chinese people. This enables them to work effectively in the Chinese business and cultivate positive relationships with Chinese business partners. Consequently, they have greater prospects of establishing a thriving global career.

Moreover, learning about foreign cultures can expose us to the world's diversity and broaden our horizons beyond our cultural boundaries (Kramsch, 2014). By exploring art, music, literature, food, and traditions, we can better appreciate the richness and beauty of various cultures. For example, Leonardo da Vinci's Mona Lisa painting originates from Italian culture. By understanding this painting, we can learn about the history of art, the painting techniques used, and the message the artist conveys. When we listen to Western classical music, such as compositions by Beethoven, we connect with the history and emotional expressions embedded in those works. In studying literature, for instance, we can be inspired by great works like Jane Austen's "Pride and Prejudice," which reveals the dynamics of relationships and social values of its time. By trying foods like Indonesian rendang, we can experience the fusion of flavors and the unique spices in the dish. By getting to know and understanding traditions such as the Chinese New Year celebration, we can appreciate the values of family, friendship, and cultural heritage upheld in Chinese culture. All these experiences not only enrich our knowledge but also open our eyes to the uniqueness and diversity of the world. Additionally, these experiences strengthen our connection with people worldwide and build awareness of the importance of preserving cultural diversity in the global community.

Lastly, learning about foreign cultures helps us better understand the jokes and humor of the respective countries. As illustrated by my personal experience at the beginning of this essay paragraph, when I found myself in a situation where people were laughing freely in a conversation context, and all I could do was give a fake smile, it was a moment that made me realize the importance of cultural understanding in capturing humor. Understanding the existing cultural context becomes the key to grasping the true intention, irony, wordplay, or cultural references that may be contained within. Without an adequate understanding of the culture, we may struggle to grasp the essence of the intended humor (Coulson, 2001).

Additionally, humor is often related to certain stereotypes or cultural habits. In the appropriate context, the playful use of stereotypes can create a funny effect. However, without sufficient cultural understanding, these stereotypes can be perceived as offensive or inappropriate. One example is the pronunciation differences of certain words, such as "bottle" and "water." The British accent often accentuates certain sounds that differ from accents in other countries. These differences are exaggerated and heightened in humor to create a comedic effect.

However, it is crucial to remember that using accents or specific pronunciations as humorous stereotypes should be approached with wisdom and sensitivity. Some individuals may find these stereotypes unsettling or offensive. Therefore, it is vital to prioritize context and audience, ensuring that the humor employed does not offend or demean particular cultural groups. Understanding humor's nuances is essential to appreciate diverse cultures (Fine, 1977) truly.

So, for those of you who have started to decide to become culture learners, it should be known that culture and language have a dynamic relationship that adjusts to the situation and the participants involved, where cultural contexts, previous experiences, and other factors play a role (Street, 1993). Additionally, we are aware that many words and meanings of language and cultural patterns change over time and vary according to situations. For example, "cool" originally referred to low temperature, but now it is used to describe something stylish or interesting.

Therefore, it is not enough to search for and accept static cultural definitions from others. We need to be effective cultural learners by actively learning, starting from reflective observation to direct experimentation, or what is known as the 'experiential learning' style by Kolb. The most important thing is understanding how to learn from the context while fully engaging in it, or what Hughes (1986) calls "learning how to learn."

Based on the various explanations provided above, it can be concluded that understanding culture has significantly impacted learning a foreign language. When learning a foreign language, we should not only concentrate on language skills. However, this does not imply that learning grammar, vocabulary, speaking, and other language skills are unimportant. It's just that these aspects are not the sole focus of the learning process. Language is not solely about rules and structures but also encompasses culture, social context, and community perspective.

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The Impact of English as a Global Language



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Language has always existed in human civilization as a form of communication, cultures, establishing connections, and reflecting our identities. In today's era, where everyone is connected despite the distance, there is one thing in common that most people use as their language of communication: English. According to Ethnologue (2022), there are 1.452 billion English speakers (first language & second language), which is around 18.15% of the human population who can speak English as their first or second language. The globalization of the English language can be understood in various aspects; for example, as an instrument for economic success or the creator of a new inequality class, a tool for cross-cultural communication and awareness, and as a passing phase of lingua franca (Johnson, 2009). English as a global language demonstrates its capacity to adapt and adjust to varied cultures and environments. Like a chameleon, English has evolved over the centuries by absorbing many vocabulary, terms, and grammatical structures from numerous languages during their journeys in the old times. As we enter a new era where technologies continue to develop, English has also steadily developed by incorporating new terms and adapting to a new digital environment, making it dominant across online platforms and global internet culture. Overall, English's adaptability to diverse cultures and backgrounds has solidified its position as an international language.

English is a global language connecting individuals from diverse backgrounds, making them able to communicate and understand each other. English, the first world language, is said to be the first global lingua franca and the most widely used language in international trade, diplomacy, mass entertainment, international telecommunications, scientific publications, and publishing newspapers and other books (Rao 2019). English as a common language has become an important tool in international collaboration and cooperation. The role of English is undeniably important in expanding various fields globally because language barriers exist among different nations, civilizations, or even on a smaller scale. Because of the accessibility and simplicity of the English language, people are using it to break down language barriers.

Nowadays, it is easier to access information regarding the English language compared to the old days when we needed to go to a library to learn from a dictionary, which required a longer learning process than today. In today's era, where technology has evolved, with a push of a button, we can learn much more about the English language faster than people who need to learn English through books where they search the meaning one by one through the pages of a dictionary. Its simple grammar and rules are easy to understand compared to some languages, making it more approachable for people to learn it. We do not need to learn new letters to understand English, nor do we

need to know the pronouns of a certain object to convey our ideas regarding that object. English is more approachable compared to another language that uses those rules. English is also considered accessible because its various materials, such as books, movies, music, and many more, are scattered around the world. Just by enjoying those materials without realizing it, some people are learning that language indirectly, which is why accessibility is an important part of making English a global language.

Education is part of our lives, and English has become a major language that most schools worldwide are adding to their curriculum. Crystal (2003) mentioned that English has become the normal medium of instruction in higher education in many countries - and is increasingly used in several where the language has no official status. This, of course, impacts how we learn and advance academically. When we understand English, we will be open to more education through the Internet or a book that has not been translated into our language yet. Moreover, communicating in English will allow us to engage in international collaborations such as student exchange, study groups online, and many more. In addition to opening new doors of opportunity in searching for educational materials, English also opens many opportunities for personal and professional growth. Cummins (2000) stated, "The claims that 'bilingualism shuts doors' and 'monolingual education opens doors to the wider world' are laughable if viewed

in isolation, particularly in the context of current global independence.” In today’s era, English-speaking skills are in high demand by employers in various industries. Companies with global operations often require their employees to be able to speak English because their business revolves around international collaboration. By mastering English, we can broaden our horizons, expand our network, and increase our chances of success in this globally competitive world. The role of English goes beyond just classroom learning. It can be key to navigating the global landscape and achieving many opportunities.

English has become the lingua franca of academics, enabling experts from diverse backgrounds to evolve their knowledge to a higher degree. By embracing English as a way of communication, educational institutions can promote inclusivity and diversity, encouraging people from any part of the world to collaborate and improve their knowledge even further. Mauranen (2010) stated that The crucial point to remember is that the lingua franca, in both cases, is used for achieving common goals in research and education, not used or learned for linguistic or cultural identification with a community that uses it as a national language. Regardless of their native language, many scholars and researchers can communicate and collaborate easily using English. This improves our academic knowledge and our relationships with people from different backgrounds. As a result, many achievements,

groundbreaking research, and innovative discoveries will be more accessible.

The English language also has an impact on improving the economy. It helps businesses worldwide communicate despite language barriers and enables collaboration. People who can speak English can make deals and trade across countries. Knowing English also allows companies to reach more customers in the online market, as it is not limited to customers inside a country but to everyone who can access it. Guo (2013) mentioned that English has become required for those seeking decent employment, social status, and financial security. This idea supports how important it is today to learn English if someone wants to become very successful in global business. The demand for English proficiency has increased as globalized economies and multinational corporations seek employees who can navigate cross-cultural communication and collaborate effectively internationally.

English is also important for finding good jobs and improving financial security. Many companies require employees who can speak English because they often work with people from different countries. Setyaningsih (2007) stated, "Because of globalization, English is important to learn since it can provide information access to the world of science and technology as the country seeks modernization and economic growth."

When someone can speak English, it shows that they can communicate well and understand different cultures. This makes them more valuable in the global business world. It also helps individuals gain respect in society and have better social status, as someone who can speak multiple languages is viewed as an educated individual.

In terms of culture, the English language also has its impacts. As English is one of the most widely spoken languages, it enables cultural exchange between diverse communities. English language media, such as books, movies, music, and television shows, have spread across borders, influencing and shaping the cultures of various societies. There is no way someone can learn a language without accepting the culture that comes with it. Therefore, as one learns the language, they are forced to absorb its cultures (Alfarhan 2016). This means that just by knowing the English language, we are indirectly learning about the culture of the English language, whether through books, films, or any works of English literature. This is not limited to English culture only, as the English language can act as a bridge to other communities that do not speak English, enabling cross-cultural exchange.

English, the universal language, is considered a functional medium for cross-cultural communication in international settings, in transport, tourism, conferences, surfing the internet, and scientific research (Farhan 2015). English has changed how people express themselves, both in how they speak and in their culture. It has brought new words, phrases, and sayings to different languages, making their vocabulary more diverse and reflecting how communication is evolving. English has also influenced how people live and behave in society. They adopt parts of English-speaking cultures, like fashion, food, and lifestyle trends.

In summary, the English language significantly impacts academic, economic, and cultural aspects. In academics, it helps people from different backgrounds share knowledge, collaborate, and access global academic resources. Economically, English is crucial for international business communication, trade, and job opportunities in multinational companies. Culturally, English influences language, expressions, and cultural practices while shaping online communities and sharing ideas worldwide. English serves as a bridge that connects people, disciplines, and nations, enabling knowledge exchange, economic growth, and cultural understanding.

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The Use of Visual Aids for English Learning



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In today's era, we know that learning English is such an important thing to do. We also learn about English as a second or foreign language in school. But what if the concepts of the language are difficult to understand? Many people must face this challenge in their process of learning English. Even when they know the written concept, sometimes they still cannot find an overview of the material. When learning a foreign language such as English, people unfamiliar with it will process information twice as hard. This is not as easy as just obtaining the information by reading a textbook or listening to the explanations given by the teacher or lecturer. Learning a language, especially English, requires deep understanding. The rise of information and communication technology (ICT) has facilitated diverse forms of collaboration between teachers and students, allowing them to work together in innovative ways (Yunus et al., 2013). As time goes by, creative and enticing innovations also emerge. Nowadays, alternative learning, which is one of the effective teaching methods we call "visual", appears in our educational scope.

Visual aids have become an alternative for language study, particularly in English. According to Ngonyani (2018), using visual aids that are well-prepared can be a great way to supplement unclear or incomplete information that a teacher communicates orally. Caplan (2023) supports this, saying that humans are best at understanding and using visual information compared to any other type of data.

Mall-Amiri and Arabgol (2015) also assert that visual aids are considered a highly reliable and valid method for communicating the meaning of a word. Visual aids can be the solution to building an extraordinary learning method by creating different styles of teaching English. It also maintains a non-boring learning atmosphere and improves teaching quality more effectively, so the information conveyed visually should be easier to understand.

Before knowing how these visuals influence the process of learning English, many types of visuals can be categorized in various forms, such as images, videos, animations, graphs, statistics, charts, diagrams, illustrations, and others. In other words, visuals are any display that our sense of vision can catch. All of these visual models are often used as teaching materials in educational institutions. These kinds of forms are matched based on which way is most appropriate to communicate the information to learners. All models of visuals usually contain information and data that help explain the concepts of learning.

Visual aids capture the learner's attention and create a stimulating learning environment. As I mentioned, learning English is not as easy as learning our native language. Visual forms displayed in learning tend to capture learners' attention more effectively.

According to Rahman (2023), including visual aids in lessons can help prevent the monotony of lecturing and maintain students' interest by adding variety and engaging them in different ways. Learners often prefer using visuals in the learning process as they provide a more realistic representation of the content being explained. The visuals also grab the learner's attention, allowing them to focus more on the learning objective. So visuals help individuals have a pleasant and engaging English learning process that makes them enjoy the study.

The approaches using visual aids give learners the advantage of others' different learning styles. According to Shabiralyani et al. (2015), visual aids are educational tools that foster learning, enhance comprehension, and create a stimulating and motivating environment. In this case, the use of visual aids is utilized for various teaching and educational purposes, serving as a fun, interactive, and attention-grabbing teaching method for both educators and learners. Therefore, visual aids have become a frequently used teaching method because they are highly relevant to the current need for enjoyable learning but still prioritize effectiveness.

The visual model is used to follow the objectives and teaching targets. Paterson et al. (2018) claim that experts concur that incorporating visual materials into lessons enhances their appeal and benefits both educators and students in teaching and learning. For instance, the teachers of elementary school children often insert animations of children or animals to make it easier for students to understand and create a pleasant atmosphere through the visuals displayed. Besides, college students mostly use visuals in the form of data or statistics as a research method and make proposals. This can supply the learning necessity for better educational performance. There are many other examples of visual use that we can encounter in our daily lives. By inputting visuals into learning methods, especially English as a second language, using visuals is more fun. It keeps up with modern times because visual applications are classified as using technology in education and teaching.

Moreover, applying visuals to learning English creates an interactive learning environment. Through the information in the form of visuals, learners will activate an emotional response in the form of curiosity, making them more attentive and comprehending the learning concepts (Osika et al., 2022).

By incorporating visuals such as images or videos, two-way learning outcomes can be realized. Visual aids create an interesting learning atmosphere, which can increase the potential for interaction between students and teachers or students with their fellow students. This interaction occurs by expressing opinions regarding learning presented in visual form. Therefore, it can be ensured that the English knowledge acquired will be easier to remember and apply in their learning with a delightful approach to visual aids.

The assistance of visuals provides ease in understanding the complexity of the language we learn because visual aids help to simplify English concepts. Ngonyani (2018) stated that visual aids are particularly valuable for enhancing the learning process because they offer additional stimuli beyond the oral information teachers present. Consequently, visual aids empower learners to gain a concrete understanding of objects and phenomena. Information wrapped in visuals is easier to remember and understand since the visual aids can be captured directly through the eyes and transmitted to the brain. Therefore, the human brain is more inclined to absorb what it sees.

Many English lessons require appropriate teaching methods. Visual aids play a crucial role in acquiring English as a second language and improving spelling skills. Emphasizing the importance of visual strategies, they serve as effective tools to enhance spelling proficiency (Halwani, 2017).

The presence of visual aids helped students quickly and easily understand the concept being taught. The visual form displayed can be adjusted to the learners' comprehension level. Visual presents information about the idea that makes learners possibly relate their knowledge to the learning of visual aids. That way, visuals make it easier to understand a concept, especially in English. This is also an effective way of obtaining ease by inputting the main idea of English. Visual aids display the key that represents all information in visual form. Any data being shown conveys important things that include the message of the material.

In summary, the emergence of technology in the form of visual aids is very helpful for captivating English learning as it provides various advantages, including efficient learning methods. The use of visual aids is highly beneficial in the process of teaching English. It simplifies complex and challenging subjects, making it easier to deliver information that may be difficult to understand through written text or explanations. Additionally, visual aids also help to create a fun learning environment. The approach involving these visual aids becomes a creative and non-monotonous teaching option. Thus, the use of visual aids is useful both for teachers and learners.

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2

Environmental and Scientific Studies

From Greenhouse Gases to Global Consequences: A Study of Climate Change



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Have you ever felt that one day when the weather is way hotter than usual? You are most likely experiencing the impact of climate change. According to research conducted by NASA, the average global temperature on Earth has increased by at least 1.1° Celsius since 1880. 1.1° Celsius does not sound big, but the impacts on our environment have proven otherwise. Global temperature rise has caused longer drought seasons, heat waves, and more severe storms. On top of that, the increase in the earth's average temperature caused several issues that have left an irreversible mark on our environment (Kaddo, 2016). The cause of this temperature rise could be natural events but human activities, especially the emission of the greenhouse effect, are primarily the blame for it. While the cause of natural events may be harder to avoid, human activities can be controlled to help slow down the rise of global temperature.

One of the biggest causes of climate change is the greenhouse effect. The greenhouse effect is important to life on Earth. Energy from the Sun is crucial to life on Earth. Nearly fifty percent of the light energy that reaches the Earth's atmosphere is reflected and emitted as infrared heat as it travels through the atmosphere and clouds to the surface. A greenhouse gas absorbs around 90% of this heat, which is reflected out into space slower (NASA, 2023). The lower layers of the atmosphere are heated due to the buildup of greenhouse

gases, which causes the greenhouse effect and raises the temperature of the earth's surface. As a result, the air is warmer than it should be (Mikhaylov et al., 2020). This greenhouse effect cannot be separated from the term greenhouse gasses. According to NASA, four major gases contribute to the greenhouse effect phenomena. These four major gases are Carbon Dioxide (CO₂), Methane, Nitrous Oxide, and Chlorofluorocarbons (CFCs). An additional gas involved in the greenhouse effect is water vapor.

Carbon dioxide (CO₂), a crucial element of the atmosphere, is emitted by natural occurrences like volcanic eruptions and human actions like burning fossil fuels and deforestation. Since the start of the Industrial Revolution in 1750, human activities have led to a 50% rise in the atmospheric concentration of CO₂. The most significant contributor to climate change during the past century has been this sudden increase in CO₂. Methane is a common atmospheric gas that has both natural and manufactured sources. Methane is released through landfills and rice fields and produced when plant matter breaks down in wetlands. The digestion and feces of livestock animals produce methane. Another significant source of methane emissions is the production and transportation of fossil fuels, as natural gas contains between 70% and 90% methane. Methane is a significantly more potent greenhouse gas than carbon

dioxide when considered as a single molecule, although it is much less prevalent in the atmosphere.

Since the beginning of the industrial era, the methane in our atmosphere has more than doubled. The production and application of synthetic and organic fertilizer products produces nitrous oxide, a potent greenhouse gas. Additionally, produced by burning fossil fuels and burning plants, nitrous oxide has grown by 18% over a century. Chlorofluorocarbons (CFCs) are chemical substances that are wholly manufactured and do not occur in nature. They served as propellants for spray cans, and refrigerants and solvents (a chemical that dissolves other substances). Because they damage the ozone layer, CFCs are currently subject to a global agreement known as the Montreal Protocol. Despite this, transgressions of the international agreement led to an increase in some types of CFC emissions for about five years. As soon as participants in the agreement demanded swift action and greater enforcement, emissions started to fall dramatically in 2018. The last contributor to the greenhouse effect is water vapor. The most prevalent greenhouse gas, water vapor, is not a direct contributor to climate change because the warmer oceans increase the amount of it in our atmosphere. Instead, water vapor in the atmosphere reacts to changes in global temperatures brought on by other forces (such as carbon dioxide), accelerating already underway climate change. As the climate on Earth warms, water vapor rises. Clouds and precipitation, such

as rain or snow, react to temperature changes and can serve as important feedback mechanisms.

Volcanic activity is an important natural factor influencing climate change (Fang et al., 2011). Volcanoes contribute to climate change by generating CO₂. Compared to the quantity of CO₂ emitted by human activity, their CO₂ emissions are, nevertheless, quite insignificant. According to NASA, volcanoes emit between 130 and 230 million tons of CO₂ annually. However, as of 2005, humankind released more than 100 times as much carbon dioxide (CO₂) into the atmosphere each year through burning fossil fuels (Kaddo, 2016). The industrial revolution significantly impacted greenhouse gas emissions over the last two centuries since human activities led to the employment of machinery and the mechanization of operations that were previously handled by hand (Wadanambi et al., 2020). The industrial revolution was sparked by technical advancements, swift economic expansion, territorial expansion, extraordinary population growth, the need for metropolitan areas, and the transformation of the worldwide scientific system. Since the industrial revolution, people have primarily moved to metropolitan regions, and as a result, the population is expanding in the areas surrounding urban centers.

As a result, industrial, agricultural, and other operations and the release of greenhouse gases into the environment significantly increase. As a result of increased land usage for agriculture and urban areas, deforestation is increasing, as is the use of fossil fuels to meet energy demands.

Scientists have researched ways to reduce greenhouse gases and any destructive activity on Earth to prevent it from getting warmer. Humans can not reduce the effects caused by natural events, so the only way to do it is through our activities. First, industrial sites are chosen following thorough environmental impact assessments (Patel, 2021). Secondly, plan to progressively cut off the production and limit domestic use of freon for refrigerators to reduce CFC emissions (Djuyareva, 2023). Third, implementing a strategy to conserve energy and improve energy efficiency in existing buildings (Prada et al., 2020). Last, solutions based on nature prioritize removing as much carbon from the atmosphere as possible (Girardin et al., 2021).

In conclusion, the alarming rise in global temperatures due to climate change has resulted in many devastating consequences for our planet. Climate change requires immediate and ongoing action due to its urgency. We need to understand that our decisions will affect the world we leave for future generations. We can ensure a better, safer, and more sustainable Earth for everyone by taking immediate action.

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Deforestation and its Effect on the Environment



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Deforestation refers to the decrease in forest areas worldwide that are lost for other uses, such as agricultural croplands, urbanization, or mining activities. Greatly accelerated by human activities since 1960, deforestation has been negatively affecting natural ecosystems, biodiversity, and the climate, without us realizing that these activities will be very dangerous for ourselves and the earth. The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, flooding, increased greenhouse gases in the atmosphere, and many other problems for Indigenous people.

Deforestation is driven by various factors, with agriculture being the primary cause (Anonymous, n.d.). Extensive cattle ranching and logging for materials and development contribute to 80% of deforestation. This phenomenon has occurred for centuries, particularly since the transition from hunter/gatherer to agricultural societies, which required vast expanses of land for livestock, crops, and settlements. However, in the modern era, deforestation has escalated into an epidemic. One of deforestation's most alarming and detrimental consequences is biodiversity loss due to habitat destruction. Approximately 70% of land animals and plants rely on forests for survival. Deforestation not only jeopardizes known species but also threatens undiscovered ones.

Furthermore, the absence of trees intensifies the release of greenhouse gases into the atmosphere. Healthy forests act as crucial carbon sinks, absorbing carbon dioxide. However, deforested areas lose this capacity and contribute to increased carbon emissions. The continuous destruction of trees exacerbates global warming and threatens the survival of humans and other life forms on Earth. Tree-cutting activities also result in detrimental impacts, such as landslides that damage homes and disrupt community activities due to the imbalance between logging and forest restoration efforts.

There have been numerous instances where forest destruction has led to natural disasters, landslides, floods, and other issues worldwide. The consequences of our actions have resulted in multiple negative impacts. It is essential to reflect on whether we are willing to continue these activities without realizing the harm they inflict on ourselves, our families, forest-dwelling habitats, communities, the environment, ecosystems, and all inhabitants of our planet. Do we truly desire to continue destroying the very Earth that sustains us?

The International Consortium of Investigative Journalists (ICIJ) investigation revealed how companies exploit flawed audits to mislead shareholders and customers by falsely advertising their products and operations as compliant with environmental standards, labor laws, and human rights. This misinformation can have devastating and long-lasting consequences.

"A felled tree cannot be replaced in a man's lifetime," stated a French prosecutor in a recent case involving the illegal logging of century-old oaks and other trees in privately owned forests in Southern France by a Spanish logging firm. ICIJ discovered that many companies falsely claimed to operate sustainable forestry practices that fell far short of their declared standards. For instance, a Brazilian wood products company operating in the Amazon touted itself as "certified with flying colors" despite having been fined 37 times since 1998 for stockpiling and transporting wood without legal documentation and other violations. A Japanese forestry company in Chile sourced timber from suppliers who used falsified documentation regarding the origin of the wood. Canadian logging companies, supported by a "sustainable forest management plan" certified by a local auditor, were found guilty of cutting down trees in Indigenous forestland, significantly altering the community's territory and way of life.

In North Sumatra's Langkat Regency, flash floods were caused by the degradation of the Bahorok River Basin, including the destruction of surrounding forests. High rainfall destabilizes the soil, making it unable to retain water. Frequent floods and landslides in various regions, including Jambi Province, are primarily caused by deforestation. Destruction of forests in the upstream areas, which serve as water catchment areas, increases the likelihood of flooding.

Moreover, deforestation increases the susceptibility of hilly areas to landslides. Failure to address deforestation seriously will make it increasingly challenging to control floods and landslides in the country. In 2018, California experienced its worst wildfire season in history. High temperatures and dry vegetation create favorable conditions for fires. From mid-July to December 2018, over 8,500 forest fires burned more than 700,000 hectares of land. Notable incidents, such as the Carr tragedy and the Mendocino Complex Fire, occurred predominantly in northern California. The Carr fire consumed over 120,000 hectares and resulted in eight fatalities, while the Mendocino Complex Fire burned at least 186,000 hectares.

As responsible inhabitants of this Earth, let us make changes to restore and improve the world's forests, allowing our planet to return to green and preventing further disasters. Balancing development and forest conservation is crucial. Reforestation involves replanting to restore deforested areas. Instead of cutting down trees, planting additional ones should be prioritized to maintain the greenery and sustainability of forests. Selective logging refers to a harvesting approach that follows silvicultural systems, including methods that set diameter limits and promote forest regeneration. Demanding logging targets mature trees while allowing smaller ones to grow. When engaging in activities within forests, it is vital to prioritize their protection. Preventing

behaviors that can trigger forest fires, such as careless disposal of cigarette butts, is essential. Additionally, always ensure that small fires are fully extinguished to avoid the risk of forest fires.

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The Evolution of Military Technologies in World War II: A Catalyst for Innovation



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I am sure that whenever you think of World War II, what pops up in your mind is the bombing raid, tanks that storm the battlefield in sheer numbers of various sizes, planes in huge numbers in the sky, and infantry rushing in from building to building. However, do you know about the Holocaust events that happened during that time? In 20th-century Europe, there was a dark and haunting event known as the Holocaust. It was an era when an ideology of hatred towards the Jews emerged, leaving trails of deaths and destruction no one could ever imagine. According to the United States Holocaust Memorial Museum, the Holocaust was a state-sponsored, systematic persecution and genocide that took 6 million Jews and millions of other victims, such as Romani, Poles, disabled people, and political people (United States Holocaust Memorial Museum n.d.). The man who started the genocide, Adolf Hitler and his Nazi regime, commenced operations to eliminate the Jews that were deemed undesirable (United States Holocaust Memorial Museum, 2021). The regime allowed using methods such as mass shootings, capturing Jews, and sending them to concentration camps for forced labor with very, very little food, used as medical experiments, and being sent to extermination camps by putting them in gas chambers and crematoria, where millions of innocent Jews were turned into dust (United States Holocaust Memorial Museum, 2023).

Now, the war did evolve firearms technology, and the one gun that started it was the

Stg44. What is this “Stg 44”? According to the University of Toronto (Junejo, 2018), Sturmgewehr 44, or MP-44, the gun is known as the Stg 44. The Sturmgewehr 44, or Stg 44, is the world’s earliest assault rifle manufactured in 1944. Created by Hugo Schmeisser (Junejo, 2018). The prototype was made in 1942 and went by the name MP-43. But before we continue, who is this Hugo Schmeisser? Hugo Schmeisser was a German Developer of 20th-century infantry weapons, born on 24, 1884. Schmeisser was born in Jena, Thuringia. His father, Louis Schmeisser (1848-1917), was one of the best-known weapon designers in Europe.

Schmeisser is best known for his contributions to the development of several firearms, most notably the MP-18, MP-40, and StG 44. He worked in the family business, C.G. Haenel, which produced rifles and other handguns. In 1944, it was renamed MP-44. The gun was chambered in 30 rounds of 7.92x33mm. The weapon was built to replace the Karabiner 98 Kurtz or Kar98K and the Machine Pistol MP-40. The German army used the Kar98k as the main weapon supported by the MP-40 SMG or Submachine Gun, before it was replaced by the Stg 44, where 425,977 were built during the war. The Stg also has a special scope that can be attached and detached, but only a few were created. Its effectiveness is difficult to measure, largely because it came at a time when the war was arguably already lost. Its efficacy is problematic to measure largely because it came at a time when the war was arguably already lost. It could also not

be produced in larger volumes because the Allies had already bombed and destroyed German factories and industries and had interrupted German territory. The StG arrived on the Eastern Front and was used to combat the Soviet's SMGs. It could also not be produced in larger quantities because the Allies had already bombed and destroyed German factories and industries and had encroached on German territory.

The StG arrived on the Eastern Front and was used to counter the Soviet's SMGs. It was very effective in close combat and allowed soldiers to lay down, suppressing and covering fire effectively. It was also used in the Ardennes Offensive, where an analysis of two paratrooper divisions' fatalities highlights its effectiveness. In comparing the 3rd and the 5th Fallschirmjager divisions, the 5th Division lost almost 9000 men during the offensive, while the 3rd Division lost around 2500. Why the difference? Both had been in action together, facing the same elements of the US Army. The 3rd division had been allocated more StGs than the 5th. These numbers are even more astounding because the 5th Division had more artillery support and was numerically a bigger unit. As the world's first assault rifle, the StG 44 is a superior and technologically advanced firearm.

It has also had a significant effect on the development of modern firearms. It has also had a significant effect on the development of modern firearms. Its development inspired the creation of the Soviet AK-47, one of the most mass-produced and replicated assault rifles in our modern world. The AK-47 has dramatically impacted the globe, being utilized by various countries and terrorist groups. The Germans can be credited (for good or bad) with the revolutionary development of the world's first assault rifle, which radically altered modern warfare's shape.

From what I can conclude, the Stg 44 is the world's first actual assault rifle, which would lead to the future of assault rifle development. Although World War 2 was terrifying, it also evolved military technology. One example is the assault rifle and what it can become later in the future, each with its unique traits. Many countries have developed rifles, such as the M16 made by America, FN SCAR-L made by Belgium, and the HK 33 made by Germany. In summary, the Stg 44 created a red carpet for all future assault rifles made by countries worldwide with their versions.

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3

**Literature and
Language
Analysis**

Teaching Morphology Online: The Opportunities and Challenge



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Teaching is an art. Each teacher has a uniqueness and characteristic from within himself which is reflected in the way he teaches, the way he conveys, the way he communicates with students, and so on. Since the outbreak of Covid a few years ago, studying online has suddenly become one of the most frequently used methods as an option. Because you can't learn directly, face-to-face in class, online learning is an effective and very smart solution.

Several applications were born then from the hands of creatives since Covid came. Online learning is becoming a new culture that is quickly adopted by students around the world because it is considered easy, fast, innovative, and able to maintain the quality of the teaching and learning process. Whatever the subject, now everything can be taught online.

Morphology is an interesting subject to teach in class. As a branch of pure linguistics, studying morphology is an interesting topic because we teach the process of forming words in English which is called the morphological process which is important in learning a foreign or another language like English.

Teaching Morphology Online

Teaching morphology in English study program student classes requires teachers to be creative so that the material is easily mastered by students. Morphological analysis can help anyone to deduce the meaning of some words, and, at the same time, learning new words is easier than without them. There are many examples in everyday life such as the words we see on road signs, or what we often read in written texts such as magazines, newspapers, or hear in oral messages. We need to know many things about words such as word endings and their meanings which can be useful for English teachers and for students, when we don't know the exact meaning of some words or when we don't have a dictionary in hand or cellphone to search on Google. Morphology itself is a word of Greek origin, consisting of "*morphe*," which means form, and "*ology*," which means study.

Morphology is essentially manipulating parts of words to create new or altered, but similar, meanings. Morphology is related to grouping words into affixes (prefixes and suffixes) and roots or basic words, as well as word origins. We need to understand that words that are connected with meaning can be related to spelling which is very important for developing students' vocabulary. Moreover, parts of words (affixes) can have separate meanings that can alter or change the meaning of the word.

One of the advantages of understanding the meaning of prefixes, suffixes, and roots is of course to improve understanding of the text being read. Affix manipulation can also affect the part of speech that a word denotes. Having this knowledge also improves text comprehension. Teaching morphology is an effective tool to help understand and apply word structures for decoding, spelling, and vocabulary studies. But then it will be a new challenge and opportunity if you teach it online.

Because behind learning morphology, we come to understand the importance of affixes and suffixes and their role in words because they can help us see the flexibility of language. With morphological knowledge, students can take the meaning of the word "like" and turn it into a number of possibilities (unlike, maybe, impossible, like, dislike, similar, dislike) which in the future can be used to express their messages more accurately and precisely. .

It can be concluded that morphological awareness can help language students to familiarize themselves with lexical derivations and with meanings or morphemes. By studying morphology both offline and online, they will be able to differentiate, for example, the suffix "-ment" or "-ness" forms a noun, or the suffix "-ly" forms an adverb. Eventually, they may realize that, at some level, English has a morphological logic that people can follow to understand and generate new words.

In conclusion, the study of morphology, whether online or not, is not just an option but a "must" for every language student, as long as it is necessary to fulfil sufficient ability to understand the target language, to be able to communicate successfully and also learn English better.

In teaching the science of word formation, this subject identifies units that exist in morphology, namely morphemes as the smallest part of a word. The stages that can be studied in morphology are:

1. A discourse can be broken down into sentences.
2. Sentences can be broken down into the smallest meaningful parts, namely words.
3. Words can consist of several morphemes, for example: Develop + -ment = development, Dis-Advantage-s = Disadvantages

In addition to studying word forms, morphology, of course, also studies word formation processes or which can also be referred to as morphological processes in general morphological processes can be divided into several, namely: Affixation process which is another name for bound morpheme. A bound morpheme is a word that cannot stand alone. While words that can stand alone are called free morphemes. Base words can be nouns, adjectives, verbs, etc.

The combination of free morphemes and bound morphemes will form derivative words and add lexical or grammatical meanings to these words. The affixation process consists of prefixes, suffixes, infixes, confixes, and circumfixes.

After that, there is also the Composition process, which is the process of compounding words. Compound words are combinations of basic words that have been combined or have formed a single unit and give rise to a new meaning. Example: House + wife = housewife, Bed + room = bedroom

Apart from this process, there are other morphological processes, such as borrowing, namely borrowing words from other languages, for example, the word 'sofa' which comes from Arabic, and the creation of new words (coinage). used to refer to other similar products, for example, the word Aqua to refer to another bottled drinking water.

Opportunities in Teaching Morphology Online

Teaching morphology in a language class can open up opportunities and advantages in learning both online and offline. There are several opportunities that we can get in teaching morphology online:

1. Teaching morphology online can make it easy for students to understand morphology visually in the form of videos presented online
2. The word formation process can be more easily understood through creative posters that can be presented online
3. Learning morphology can also be done through creative animated videos to make it easier to understand the word formation process
4. Teach the process of word formation using pictures that are easily accessible online
5. Learning morphology online will encourage students to more easily understand visually and not be easily distracted.

Teaching Morphology online can be as fun as teaching it in the classroom. It can be more interesting when we learn with attractive media shown in the lesson materials, But, the crucial thing to be remembered is the help of creative media to be presented when we study online.

When we study by using some application like *Zoom* or *google meet* or else, it is hoped that all learners do not lose their attention easily due to many distractions around them.

The Challenge in Teaching Morphology Online

Besides opportunities, of course, some challenges will be faced when teaching word formation processes online such as via the Zoom application, Google Meet, or others.

1. Signal constraints. Not all students have the ability and are in a location with a strong signal because they study online
2. Slow to understand. For some students, learning using laptops or cell phones can be something that is challenging and quite a problem because they are not used to it and need adaptation.
3. Technical errors. It is not impossible that teaching online can open up opportunities for errors, both technically and for other reasons.
4. Various external interference. Other obstacles are also more technical or unpredictable, such as signal loss, power outages, damaged laptops or cell phones, etc., which can disrupt the teaching and learning process.
5. Some communications may not run smoothly due to the online learning process.

However, even so, teaching morphology that explains words in detail should be interesting to teach online or offline because the essence of the lesson is actually interesting and enough to make students curious because the words they encounter are more every day. By studying morphology, we come to understand that even words go through a formation process that can be explained linguistically and scientifically. It is also believed that teaching it offline can be interesting and easy for students to understand. Even though there are challenges and opportunities, it is up to each of us to keep innovating in making interesting and attractive learning materials.

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Derivational and Inflectional Analysis of Selected Paragraphs in Jakarta Post



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Language is one of the most important parts in human civilization since language is an arbitrary sound system that is used to communicate and also as self-identity. The science of language called linguistics includes phonology, morphology, and syntax (Sumarsono, 2002: 7) coupled with Semantics and Pragmatics. Phonology means the study of sounds (phone = sound), morphology means the study of words/morphemes, and syntax studies sentences, as well as semantics and pragmatics which are related to meaning.

A.S. Hornby in his book Oxford Advanced Learner's Dictionary (2000: 586), "Grammar is the rules in a language for changing the form of words and joining them into sentences," grammar or grammar are the rules in a language for changing the forms of vocabulary and combining them in sentences. Actually, if we examine it further, grammar is unique because the grammar of one language to another is definitely different while having certain rules.

In linguistics, grammar is in the study of syntax and morphology. On this occasion the writer takes an insight morphological study, namely affixation / affixation. The affixes or affixes that the writer limits to the analysis of whether the affixes used change the word class or derivation, or do not change the word class or inflection.

Based on the writer's opinion, there are some reasons of using affixations in writing essays. First, one of the reasons is due to grammatical influence for example the use of suffix -ing when the verb involved is preceded by a copula or a preposition which then change the basic verb into gerund. The second reason is because of the foreign word such as bacterium which changes into bacteria when it becomes plural. The lack of vocabulary is the third reason. Sometimes in writing process, a specific word with a particular meaning is needed, and when the word is hard to find, it can burden the process of writing itself. The addition of affixation may be helpful by adding an affixation to a base word, it may not only solve the problem but it also will assist a new word.

The objects to be analyzed are 2 English paragraphs taken from the first edition of The Jakarta Post newspaper on 4 February 2014 on page 23 of an article on health written by Kwon Oh Joong from The Korea Herald, Seoul. The second paragraph is taken from page 9 of the article about Transjakarta.

The two paragraphs taken are,

When people cough, they often think that there is something wrong with their bronchi and continue to take cough medication. However, this can be caused by simple mucus production from the nose sent down, which is then brought up while coughing. Dry, episodic coughs can be due to asthma so should be noted. Many people think that wheezing is due to asthma, but this can

also be caused by bronchogenic cancer. If your wheezes don't improve with asthma treatment, you should undergo tests that are more detailed. (adapted from The Jakarta Post edition of 4 February 2014 page 23)

Aiming to encourage middle-to-upper class workers to leave their cars at home on work days, the city administration plans to launch new bus routes this week. (adapted from The Jakarta Post edition of 4 February 2014 page 23)

The writer analyzes as follows:

1. Medication : medicate (verb) + suffix *-ion* = medication (noun). So *-ion* is a derivational affix because it changes the word class from a verb (medicate) to a noun (medication).
2. Caused : cause (verb) + suffix *-ed* = caused (verb). Then *-ed* is an inflected affix because it does not change the word class.
3. Production : produce (verb) + suffix *-tion* = production (noun). Then *-tion* is a derivational affix because it changes the word class.
4. Coughing : cough (verb) + suffix *-ing* = coughing (gerund/noun) because it comes right after the preposition *while*). So the affix *-ing* in the word coughing is a derivational affix because it changes the word class.

5. Episodic : episode (noun) + suffix *-ic* = episodic (adjective). Then *-ic* is a derivation affix because it changes the word class from noun (episode) to adjective (episodic).
6. Coughs : cough (verb) + suffix *-s* = coughs (verb). The *-s* is an inflectional affix because it does not provide a change the word class from cough (verb) to coughs (verb).
7. Noted : note (verb) + suffix *-ed* = noted (verb form III/VIII). The *-ed* is an inflection affix because it gives no change in the word class from note (verb) to noted (fixed verb).
8. Wheezing : wheeze (verb) + suffix *-ing* = wheezing (gerund or noun because in a sentence the word wheezing functions as a subject). The affix *-ing* is a derivational affix because it changes the word class from a verb (wheeze) to a noun or gerund (wheezing).
9. Caused : cause (verb) + suffix *-ed* = caused (verb). Then *-ed* is an inflected affix because it does not change the word class.
10. Bronchogenic : bronchogen (noun) + suffix *-ic* = Bronchogenic (adjective). So the affix *-ic* is a derivational affix because it changes the word class from a noun (bronchogen) to an adjective (bronchogenic).

11. Wheezes : wheeze (verb) + suffix *-es* = wheezes (verb). So the affix *-es* is an inflectional affix because it does not change the class of words that originally wheeze (verb) to wheezes (which is also a verb).
12. Treatment: treat (verb) + suffix *-ment* = treatment (noun). Then *-ment* is a derivational affix because it changes the word class from treat (verb) to treatment (noun).
13. Tests : test (noun) + suffix *-s* = tests (noun). Then *-s* is an inflectional affix because it does not change the word class from a noun (test) to a noun (tests).
14. Detailed : detail (verb) + suffix *-ed* = detailed (adjective). So the affix *-ed* in the word detailed is a derivational affix because it changes the word class from detail (verb) to detailed (adjective).
15. Aiming : aim (verb) + suffix *-ing* = aiming (noun/gerund). Then the affix *-ing* is a derivational affix because it changes the word class from a verb (aim) to a noun/gerund (aiming).
16. Encourage : prefix *en-* + courage (noun) = encourage (verb). So the prefix *en-* is a derivational affix because it changes the word class from a noun (courage) to a verb (encourage).
17. Upper : up (adverb) + suffix *-er* = Upper (noun). So the affix *-er* is an affix that changes the word class from an adverb (up) to a noun (upper).

18. Workers : work (verb) + suffix *-er* + suffix *-s* = workers (plural noun). So the affix *-er* is a derivational affix because it changes the word class from a verb (work) to a (worker), yet the affix *-s* is an inflectional affix or does not change the word class from a noun (worker) to a noun (workers).
19. Cars : car (noun) + suffix *-s* = cars (noun). Then the suffix *-s* is an inflectional affix because it does not change the word class from a noun (car) to a noun (cars).
20. Days : day (noun) + suffix *-s* = days (noun). Then *-s* is an inflectional affix because it does not change the word class from a noun (day) to a noun (days).
21. Administration : administrate (verb) + suffix *-tion*= administration (noun). So the suffix *-tion* is a derivational affix because it changes the word class from a verb (administrate) to a noun (administration).
22. Plans : plan (verb) + suffix *-s* = plans (verb). Then the suffix *-s* is an inflectional affix because it does not change the word class from a verb (plan) to a fixed verb (plans).
23. Routes : route (noun) + suffix *-s* = routes (noun). So the affix *-s* is an inflection because it doesn't change the word class.

In conclusion from this analysis is that there are 13 derivations and 11 inflections found in the two paragraphs. In other words, 54, 2 % of the affixations are derivations, yet other 45, 8 % affixations are inflections. Therefore, derivational affixations are commonly used in the two paragraphs, and the suffixes are more frequent in both paragraphs than prefixes are.

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Javanese CAN Sound Like Natives!



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It must not be very pleasant when one tries to speak another language but comes out to be an aggressive-like or funny utterance. This scenario applies to Javanese speakers when they use the English language with their ancillary mother tongue. Their mother tongue decides their pronunciation quality, developed through constant exposure to the native environment and a little innate capability. When significant environmental exposure is given, Javanese people, like any other speakers, tend to depend on the natural way they pronounce things relative to the inhabited place. This phenomenon, at first sight, may seem troubling, but on the other spectrum, languages among humans are more **cultural** and less **genetic**, whereby speakers can learn new languages through constant exposure. However, it is easier when said than done because if a Javanese wants to sound like a native English speaker, they will have to omit and produce certain sounds that do not exist in the Javanese language. Several methods to study the English language (including how to make the correct sounds) are asserted by experienced learners ranging from listening to music and watching any media to private courses. As contrastive as it may seem, this essay proposes to focus on certain sounding aspects of both languages that can substantially help Javanese speakers to get a better objective result.

One of the main focuses is to realize the problems that Javanese speakers have. One study by Wardani and Suwartono (2019) found that Javanese students hardly produce thirteen consonants. Yet another one conducted by Purwaningsih and Nurdiawati (2020) conducted a test and survey to find that Javanese students have difficulty pronouncing English consonants. These major pronunciation errors cover two ways of producing sounds: **obstruents** and **sonorants**. **Obstruents** refer to sounds produced by obstructing the airflow in the mouth (such as /p/, /b/, /t/, and /g/). **Sonorants** refer to sounds produced without obstructing the airflow, which is also the nature of vowels (such as /m/, /n/, and /i/). Common sounds that Javanese speakers have in terms of obstruents are **plosives** since the Javanese language is famous for its explosive behavior of consonants. These plosive sounds are /p/, /b/, /t/, /d/, /k/, /g/ (and some other nasal sounds and glottal that are not included here). Javanese speakers typically pronounce them with a little /h/ sound at the end of the spoken consonant that can be thought of as **aspirated** consonants (although this aspirated variation, so-called as an **allophone**, can only occur in particular conditions which will not be explained here).

When these plosive sounds are aspirated, a speaker must emit a certain amount of air force from the lungs. For example, the word *bye* is pronounced with the /b/ sound as [b^h], which involves a great force of air after the top and bottom lips touch one another, resulting in the pronunciation of [b^h]. Other examples are the words *good* with the [g^h] sound and *duck* with the [d^h] sound. Although these sounds may seem unnatural for native English speakers, the plosive /t/ sound with the aspirated [t^h] variant is construed as something normal in English. However, it occurs with the restriction only in the first stressed syllable of a word, such as *better* /'bet.ər/, or at the beginning of a word. The next problem concerns **continuants**, which in this case are **fricatives**. Fricatives involve a partial air force that helps shape the sound in the oral cavity, and as its name suggests, fricatives also include friction inside the mouth. They consist of fricative sounds that can be continued at length, with two examples being the sounds /s/ and /z/. The sounds /s/ and /z/ are produced by the articulator's top and bottom teeth, which suggests that the mouth passage is closed and still partially emits an air force.

These two sounds are distinct in terms of their **voicing**. Two sounds differ despite being produced from the same place of articulation. How /s/ and /z/ are distinct is seen through how fricative each sound is, with /s/ being voiceless and /z/ being voiced. As mentioned before, Javanese people can hardly produce voiced sounds such as /z/. The fricative voiced sounds /v/, /ð/, /z/, /ʒ/ are often produced by Javanese speakers as their neighboring voiceless sounds /f/, /θ/, /s/, /ʃ/. An excerpt of an example from previous research by Laila (2012) shows how Javanese students omit the voiced sound in the word *dogs* which is initially pronounced as /dɒgz/ but comes out as /dɒgs/. Another word example that interestingly still occurs as a deviation is *vote* /vəʊt/ but pronounced as /fəʊt/ or more likely /fot/ (as it will be covered next about vowel shifts). All of these consonant sound ‘anomalies’ come out as long as Javanese speakers are not trained to new mouth movements (sounds produced by the speech organ) that do not exist in the Javanese language, with two major problems being consonant aspiration and voicing.

Not only consonants that appear to be the problem but also vowels produced when speaking. In a case study by Laila (2012), Javanese students appear to have problems with English diphthongs and simplify them by shifting to monophthong forms. Another ‘error’ commonly made, as shown in the mentioned study, is pronouncing a word by its orthographic sign (the written form of a word).

The simplification of diphthongs (sounds composed of two vowel elements) to monophthongs (sounds with a single vowel element) is due to the reduction of the tongue gliding from an initial to a second vowel element. The pronunciation of the word *make* involves the diphthong /eɪ/. However, a Javanese speaker may reduce the **nucleus** (the peak part of a vowel syllable) sound to /e/, which seems normal among Javanese learners. Other examples of the same case are the words *late* /leɪt/ but pronounced as /let/, *wake* /weɪk/ but pronounced as /wek/, and many others. As for the written forms of words, learners think that English's written and spoken words are equal, and there seems to be no deviation. According to Umera-Okeke (2008), the English language is far greater with its inconsistencies in the written and spoken forms, and there is no connection between the two. These inconsistencies occur for vowels and consonants (as in /k/ used word-initially in *cup*). For Javanese speakers, the result of the thought process of the English language's consistency is pronouncing words judging by their written form.

The examples involve some common pronunciation errors, such as the words *no* /nəʊ/, *male* /meɪl/, and *bound* /baʊnd/. The words *no* and *male* vowels are written physically in only one vowel to represent the diphthongs /əʊ/ and /eɪ/ orderly. Still, it is probable for Javanese speakers to produce the pronunciation of *no* as its written form /no/, *male* as /'male/, and *bound* as /bound/, respectively. As for *bound*, it has two written vowels that represent an equal amount of the word's vowel element when analyzed, but due to the language's inconsistencies, the form <o> becomes /a/ when transcribed. The Javanese language's traits lead to these pure occurrences of speaking based on a word's written form, in which the written and spoken words in the Javanese language are quite consistent and vowel shifting (that is, the mouth glide). Still, some hyperbolically toned words such as *guoblok* '(very) stupid' are exceptional for this.

To manage against these pronunciation obstacles, one can opt to learn the basics of the sound system through the IPA (International Phonetic Alphabet). In qualitative-based research by Suryaleksana et al. (2022), it is shown that 100% of 23 students agree with the argument that learning IPA can improve one's ability to pronounce, consisting of the reasons (a) it helps to correctly pronounce words, and (b) it is the foundation that must be known for improvement in pronouncing.

Multiple phonetics methods of grasping the knowledge of pronunciation are suggested by Priya and Kumar (2020), but the one method that this essay focuses on is the use of a **phonemic chart** and **vowel chart**. Despite its convoluted appearance as a chart, it befits learners of any new language by telling them how certain sounds are pronounced, and some online charts provide visitors with sound samples to make learning easier. In consideration of the previously mentioned consonant issues, the phonemic chart can be used to differentiate between voiced and voiceless sounds. As seen in Table 1.0 below, the voiced consonant /z/ is used for the word *zoo* and the voiceless consonant /s/ is used for *see*. A chart with voice samples is helpful for a sound distinction to reassure sounds like the consonant /z/ is pronounced by the feeling of a shake on Adam’s apple while /s/ is formed with a silent and stationary feeling. The aspirated consonants, however, are manageable by simply not emitting a great amount of air force with the lung or by limiting the force with the help of **nasal** sounds as an initial before the consonants for practice.

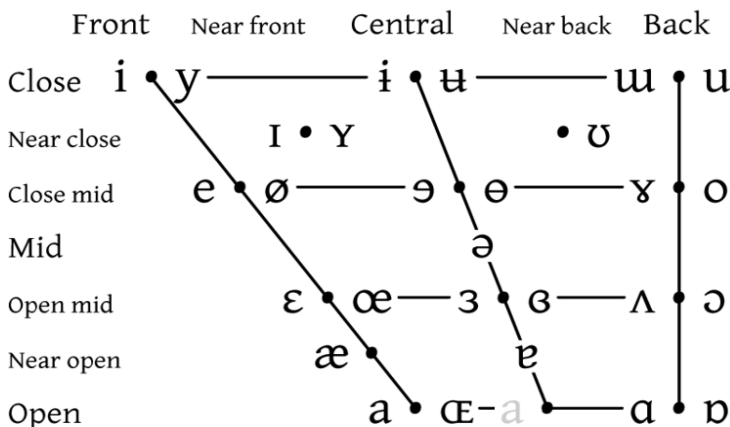
To exemplify, the consonants /t/ and /d/ are **alveolar** and therefore use the alveolar nasal /n/, which becomes /nd/ as a result. The consonants /p/ and /b/ are **bilabial** and shall use the nasal /m/. Whereas /k/ and /g/ are **velar**, they use the nasal /ŋ/, as in the word-finally of *bang*. Furthermore, the phonemic chart is displayed with diphthongs in them that may be assisted with a vowel chart as shown in Table 2.0. Notice that some vowels in the vowel chart are paired in the same place but with different symbols. This is due to the feature of the right pair being **unrounded** and the left pair being **rounded** (the position whereby the mouth is in a round or kissing shape). The vowel chart also depicts the height position of the mouth (close-open) and which part of the tongue is used (front-back). As an example, the word *boy* (Table 1.0) starts with unaspirated [b] and ends with the diphthong /ɔɪ/. According to the vowel chart, the diphthong /ɔɪ/ begins with the vowel element of /ɔ/ which is open-mid (height) and back (position). The first element /ɔ/ will glide until it reaches where the second element /ɪ/ is located, which is near-close and near-front. If this written explanation is too vague to understand, try saying the word *boy* and slow the pronunciation down while imagining the glide of the tongue from /ɔ/ to /ɪ/.

As for producing a word by looking at its written form, it is best to look up the word in a dictionary to assure of its correct pronunciation. As simple as these may sound, training the mouth to be able to reach the desired pronunciation will take time as the mouth is untrained caused by the omission and inexistent sounds in the Javanese language.

VOWELS	monophthongs				diphthongs		
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait	
e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	

CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

VOWELS



Vowels at right & left of bullets are rounded & unrounded.

To sum it all up, Javanese speakers can obtain native-like pronunciations with the help of phonetics. Despite the required method being only at the surface level, it is adequate for guidance in readjusting pronunciation 'errors';. However, this essay only provides the common issues found in Javanese speakers. Other errors are not discussed here, such as rhotics and unreleased consonants.

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**The Analysis
Differences among
Literary Genres:
Poetry, Drama,
Fiction, and Non-
Fiction**



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For the topic of this essay, as you have read in the title, we will explore various kinds of literary works. Are you excited? Of course, you should, because you are here, right? You must be familiar with poetry, drama, fiction, and non-fiction. I am sure you all know exactly what poetry, drama, fiction, and non-fiction is. Tell me now, have you watched a drama? If you have already watched it, what drama genre did you watch? I am sure that most of you have watched a drama. Now, I have one more question, in your opinion, are folk legends like Malin Kundang included in fiction or nonfiction? Are you confused about that? If so, do not worry. Through this essay, you will learn and know better the differences between fiction and non-fiction. This essay might be very helpful for some of you. So, do not forget to read until the end. Scroll down to read the first part! Happy reading!

Marcus and Sollor (2017) mention, "Literary means not only what is written but what is voiced, what is expressed, what is invented, in whatever form." Based on them, we can conclude that literary works are the results of human work. They are written and also unwritten. Now, as stated in the title, we will start discussing various genres of literary works. First, we will talk about "Drama." Some may conclude that drama is acting in front of many people. It is not completely wrong. Drama is a show where people have to work according to what is written in the script. This show can be a live performance watched by many people on stage

or made into a film. Storylines for drama performances can be fiction or non-fiction.

Drama encompasses various types, components, and structures (Sumarmi, 2017). Firstly, drama involves several elements, including theme, mandate, plot, characterization, and setting (Sumarmi, 2017). Theme refers to the drama's subject matter, such as the example "Melody of You: 2023," created by English Letters Students at Ma Chung University. Mandate represents the message conveyed by the drama. Plot denotes the storyline, which can progress linearly or nonlinearly depending on the author's choice. Characterization involves the portrayal of different characters played by actors or actresses. In drama, three common character types are the protagonist (a good character or role), antagonist (a bad character or personality), and tritagonist (a supporting role that aids the antagonist or tritagonist). Lastly, setting refers to the time or place described in the story.

The structure of drama (Sumarmi, 2017) consists of three key components. The prologue introduces the drama and is often narrated to provide an overview of the story. Dialogue involves conversations between characters, which drive the plot and reveal their individual traits. The audience can discern the characteristics of each character through their dialogue, making character development crucial.

The epilogue concludes the drama and is typically read by the narrator. It usually contains the drama's conclusions or messages.

Various types of drama have gained popularity (Sumarmi, 2017). Tragedy portrays sad stories involving death, disasters, or "Tragic Heroes," such as Sophocles' "Oedipus Rex." The comedy focuses on humor and guarantees a happy ending, exemplified by the Korean drama "Welcome to Waikiki" by Ki Ho Kim, Ji Eun Song, and Mi So Song. Tragicomedy combines elements of both tragedy and comedy. Melodrama creates a thrilling atmosphere often accompanied by music and commonly explores themes of love and sadness. Farce, on the other hand, presents light-hearted and exaggerated humor, sometimes using slapstick comedy.

Moving on to the topic of fiction is a form of literature derived from the author's imagination (Nurgiyantoro, 2018). Fictional works result from dialogue, contemplation, and the author's reaction to their environment and life. It represents an imaginative creation based on awareness, responsibility, and creativity as an artwork. Fictional stories can be categorized based on different genres (Hairuddin & Radmila, 2017). Realistic fiction portrays imaginary but plausible events in the real world. Historical fiction takes place in a historical background.

Fantasy fiction features impossible events that cannot occur in reality. A prominent example of fiction is "Laskar Pelangi" by Andrea Hirata, which was adapted into a film from a novel. In contrast, non-fiction focuses on writing and presenting factual information (Fiska, 2021). Non-fiction authors must base their work on real data and actual information, avoiding falsehoods. It encompasses various forms, such as biographies, essays, scientific writing, and documentary records. Non-fiction works employ formal language, avoid slang, and typically contain real-life stories or events.

When it comes to poetry, it offers a unique form of literary expression (Lianawati, 2019). Poetry's structure involves rhythm, rhyme, spells, and the arrangement of lines and stanzas. It often conveys the poet's experiences, knowledge, and emotions abstractly with implied meanings. Poetry includes elements such as diction, which involves words to enhance beauty, and figures of speech, which utilize figurative language with hidden meanings. Typography refers to the visual presentation of poetry, which may not always follow capitalization rules. Imagery entails the use of vivid descriptions to evoke readers' imagination. Rhyme involves the repetition of vowel sounds at the end of poetic lines. The inner structure of a poem encompasses its theme, the emotions evoked, the tone in which it is read or voiced, and the message it seeks to convey to its audience.

Finally, we have reached the final or last part of this essay. So how? After you read this essay, do you know the difference better? After reading this essay, I hope this will increase your knowledge about literary works. Literature is interesting to know and learn because it is how humans express their feelings in many interesting ways. Thank you very much to all the readers here for taking the time to read this essay. I hope this essay will be very helpful to you. Thank you, and see you in another article!

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The Importance of Close Reading And Literary Analysis



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Close reading and literary analysis are essential ways of recognizing and analyzing the length and complexity of literary works in English letters. The student of English Letters often uses close reading and literary analysis because these analytical methods enable readers to explore deeper beyond the text's obvious meaning to analyze its hidden sections, an improved understanding of the author's purpose, and the complex interaction of literary parts. Still, close reading is often used by everybody who loves reading a book or literary works. This essay will emphasize the value of close reading and literary analysis to improve critical thinking abilities, push performance, and spotlight literature's creative and cultural aspects. This essay wants to highlight the benefits of these techniques in English letters and does so with the help of a wide range of academic references.

The development of critical thinking abilities is sped up by close reading and literary analysis. Readers develop an analytical attitude by carefully analyzing textual nuances, including imagery, symbolism, and linguistic choices. They learn to analyze data, challenge presumptions, and build persuasive arguments. Close reading is an opportunity for critical thinking, for learning how to observe and think logically (Brown, 2013).

Through this process, readers improve their capacity for pattern recognition, independent and private thought, and complex idea analysis improves their ability for pattern recognition, independent and reflective thought, and complex idea analysis.

Through an understanding of literary analysis, readers can go beneath a text's surface to discover its deeper concepts and meanings (Todorov et al. 2007). Readers can understand the author's purposeful meanings by looking at character development, plot structure, and narrative strategies. Readers are urged by literary analysis to take seriously the historical, cultural, and social settings in which the work was produced. Readers learn to evaluate texts critically, engage in nuanced interpretations, and understand the complexity of literature through literary analysis. Literary analysis is used for digging deeper into literary works by analyzing their inside parts.

A greater understanding of and interaction with literary content is made possible by close reading and literary analysis. Readers gain a deeper experience of the creativity of authors, their use of literary devices, and the art of narrative by studying each aspect of a work. Readers can better understand the art of literature by discovering connections and patterns between various literary works through close reading (Kusch, 2016). This contextual analysis improves the reader's literary knowledge and encourages a more complex understanding of the many literary genres and styles

Close reading and literary analysis are essential to academic scholarship in English letters (Smith, 2016). Literary criticism and academic research are built on these methods. Through close reading, academics interact deeply with texts, conducting deep research and developing insightful interpretations. By offering novel perspectives, debating accepted interpretations, and adding to the body of knowledge on the topic, literary analysis enables scholars to contribute to continuing academic dialogue.

Literature can affect readers' empathy, so close reading and literary analysis can encourage readers' personal growth and develop empathy (Junker et al. 2017). We are encouraged to reflect on our own experiences and feelings while also empathizing with the experiences and emotions of the characters as we become ourselves in the deep stories and complex characters of literary works. We learn more about the human condition by exploring the lives of fictional characters and analyzing their joys, sadness, and conflicts. We extend our perspective and gain an understanding of the wide range of human experiences, cultures, and worldviews portrayed in the literature as a result of this sympathetic engagement. Literary texts are frequently used as windows into many eras, locations, and social settings. We learn about diverse historical periods, societal standards, and cultural values by studying works from many times and cultures.

Our perspectives are expanded, our assumptions are questioned, and we are inspired to accept the complexity and diversity of the world around us due to this exposure. Close reading and literary study also offer a secure environment for introspection, self-reflection, and personal discovery. A text's complexity makes us consider our assumptions, opinions, and feelings. We can better comprehend our identities and experiences through self-reflection, promoting development and self-awareness.

Practicing close reading and literary analysis is essential when studying English literature. Both help readers develop critical thinking abilities to examine and interpret texts successfully. Readers can access greater levels of meaning and participate in conversations with authors across time and location by paying attention to textual subtleties. A deeper understanding of society, history, and the human experience can be attained by close reading and literary analysis, which also shed light on literature's artistic and cultural aspects. By adopting these habits, readers can deepen their understanding of literary works and develop a lifetime passion for English letters.

In conclusion, close reading and literary analysis are essential skills to develop when studying English literature. These practices develop critical thinking abilities while giving readers a better understanding of the book, society, history, and the human condition. Readers can access numerous meanings hidden within literary works by engaging with the complexities of language, investigating other viewpoints, and considering the historical and cultural setting. Readers cultivate a lifetime love of English literature via close reading and literary analysis and become active participants in the continual investigation and interpretation of literature. These techniques enable readers to understand texts, think critically, and appreciate the depth and richness of literature. Let us keep in mind the transforming potential of attentive reading and literary analysis in revealing the hidden gems within the pages of our favorite books as we set out on the adventure of examining literary masterpieces. Due to the benefits of using those two methods, we must use close reading and literary analysis more often. In addition to enjoying your reading and making it to the next level of imagination, we have to use those two methods.

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Literary Genres Comparative Analysis of Fiction and Non-Fiction



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Literature contains many different kinds of genres that attract readers. The two most well-known literary genres are fiction and non-fiction. The phrases fiction and non-fiction are probably recognizable to readers. Age is sometimes used to differentiate between fans of the two genres. Young children are most fiction readers, whereas adults and teenagers (Sullivan, 2001) prefer to pick non-fiction. While non-fiction books give factual data and real-life stories, fictional works are imaginative ideas that take readers to imaginary worlds. This essay compares and contrasts the literary genres of fiction and non-fiction while analyzing their individual traits, functions, and reader effects. We may learn more about the similarities and contrasts between these genres by looking at various factors, including narrative strategies, themes, and reader involvement.

Fiction and non-fiction are very different storytelling methods (Stien et al. 2004). Fiction can create a narrative that attracts readers through imaginative storytelling depending on the author's creativity in fictional works (Currie, 1985). Authors apply various methods to make their stories come to life, including dialogue, character, and narrative development. For example, "Harry Potter " series by J.K. Rowling: This fantasy series follows the journey of Harry Potter, a young wizard, as he attends Hogwarts School of Witchcraft and Wizardry and battles against the dark wizard, Lord Voldemort. At the same time, non-fiction depends on the information's accuracy and the data's

objective presentation and objective presentation of the data. Non-fiction books use narrative methods, including exposition, analysis, and factual evidence, to describe actual events, experiences, or information. For instance, a non-fiction book on love stories is "The Five Love Languages" (Chapman et al. 2005). This book explores the concept of love languages and how individuals most effectively give and receive love.

Due to their differences, fiction and non-fiction often explore different ideas and subject matter. Authors can explore a wide range of topics in fiction, such as love, friendship, identity, and societal challenges. Authors are free to design involved worlds and characters of various aspects of the human experience. For instance, "A Suitable Boy" follows the journey of Lata Mehra, a young woman from a middle-class family, as she navigates the complexities of love, tradition, and societal expectations. In contrast, non-fiction includes historical accounts, biographies, true stories, and educational topics. Readers learn more about the world through non-fiction writings that lighten important occasions, characters, or situations. One example of a non-fiction education book is "Mindset: The New Psychology of Success" (Dweck, 2006). This influential book explores the concept of mindset and its impact on achievement and personal growth.

Although they do it in various ways, fiction and non-fiction can interest and impact readers. Readers can escape reality and emotionally participate with the characters and their experiences through fictional works, which offer an immersive experience. Fiction's imaginative quality allows readers various emotions, connect with people, and discover fresh viewpoints. Such interaction often leads to reflection and might motivate change or personal growth. On the other hand, non-fiction books captivate readers by going into real-life knowledge, experiences, and ideas. Readers look after non-fiction for their interests, education, or to get new perspectives on specific topics. Nonfiction can educate, challenge assumptions, and inspire critical thought. For instance, "The Immortal Life of Henrietta Lacks" (Skloot, 2017) challenges accepted conventions by posing ethical dilemmas regarding medical research and exploiting underprivileged communities.

Literary works that blur the lines between fiction and non-fiction have recently increased in popularity. Authors have tried blending factual elements with imaginative storytelling to produce original storylines. These books, sometimes called creative non-fiction or faction, combine actual people, places, or events into imaginary stories. The best elements of fiction and non-fiction can be combined in these hybrid genres, opening up new possibilities for narrative.

For instance, Truman Capote's "In Cold Blood" uses narrative devices more frequently used in fiction to tell a true crime story. The distinction between fiction and non-fiction is muddled by Capote's thorough study and attention to detail, which produce an engaging narrative that reads like a novel.

Fictional works usually lack strong evidence as authors write based on their imagination. Although they may convey moral messages, these morals in fictional stories are often written by authors based on prevalent social issues or ongoing events. Sometimes, fictional writings become the inspiration for creating a film. For example, Mariposa's fictional story was adapted into a film in 2020. On the other hand, non-fiction works contain factual and verifiable information about a specific subject. Typically, when writing a non-fiction work, authors must research to uncover factual information. Both fiction and non-fiction have moral messages or lessons; however, the difference is that the moral in non-fiction is usually based on the author's experiences or the experiences of the characters portrayed.

The literary genres of fiction and non-fiction are separate, each with its narrative strategies, central concepts, and effects on readers. Creating fictional worlds and exploring numerous aspects of the human condition allow authors to connect with readers through immersive storytelling.

In contrast, non-fiction gives readers knowledge and insights into the world by presenting factual information, real-life occurrences, and educational topics. Non-fiction attempts to inform and educate readers, whereas fiction concentrates on imaginative storylines. However, the distinctions between fiction and non-fiction are not always obvious, as shown by the rise of hybrid genres. Choosing between fiction or non-fiction depends on what we want to gain after reading a work. If we're going to gain life lessons, then we can read non-fiction. However, if we only seek entertainment, we can read fiction because fictional writings are usually exaggerated and can transport us into the author's world. Ultimately, all genres add to the variety and richness of literature by giving readers a wide range of options to meet their tastes, interests, and needs for joy and education.

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University Student's Burnouts



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First, we know that middle and high school differs greatly from university. After graduating from high school, some students are very excited to start a new university life. They cannot wait to be a university student. And also, they cannot wait to study their chosen major. It is common to feel excited and nervous about starting a new life in a new school. But university is different. It is not just about studying and doing the tests but also about time management, taking good care of your score, and mental health. The common problem for university students is burnout. Research by World Health Organization (2019), burnout is a syndrome resulting from workplace stress that has not been successfully managed. At first, they will not realize burnout symptoms. They slowly feel tired and unmotivated to do anything. Burnout is very distracting. Students cannot study and do their daily activities productively. The students will ignore their activities because they always feel tired. When they ignore their activities, they will miss many of their university assignments, making them more stressful. Biber (2006) finds that students beginning university studies face a bewildering range of obstacles and adjustments, and many of these difficulties involve learning to use language in new ways.

Regehr et al. (2013) find that recent research has revealed concerning rates of anxiety and depression among university students. Ribeiro et al. (2018) find that Excessive and continuous stress has effects that go beyond mere health commitment by triggering various diseases, and it is well established that these stress-related somatic events can affect the quality of life.

When they are starting university, some students will slowly begin to think that they feel bored and lazy to attend university. They want to work. They do not want to study anymore. They feel like there is no point in attending university. Yes, you can also work even though you do not attend university. But when you go to university and graduate from university, you can get a degree. By getting a degree, you will find a greater opportunity for your career. That is why so many students overthink why they need to go to university, whether they should continue or maybe stop to start their work life. This too much overthinking leads to burnout. Not only that, but they also keep worrying, worsening their mental health. Qasim et al. (2022) said mental health strongly correlates with rumination and worry.

But no worries, we have solutions to get rid of burnout. First, we need to realize what causes us to lose motivation. Why motivation? Motivation plays a vital role in every sphere of life and various phases of activities. Borah (2021) finds that our success and achievement depend on motivation.

In one form or another, it is always at the root of all human activities. Motivation has become a central construct in educational and psychological research and plays a significant role in several human development and learning theories. Motivation is the reason why people behave the way they do. After you have motivation, you need to plan what you want to do, and what targets you have. When you are planning, you need to be serious. Smith et al. (1990) found that more time spent planning was associated with high performance when planning quality was high but low performance when planning rate was low. Taking a break is also needed when you are stressed and feel complicated. We are humans. We need to take a break and rest to be ready again for our activities. College students need to take seven to eight hours of sleep. But college students nowadays only get 3 to 5 hours of sleep. Even sometimes, they only sleep just for 1 hour. Or maybe they usually do not sleep at all the night before the class starts. This will make them tired for the class the next morning. Not only tired, but they also will get headaches. Taking a break is not only just taking a rest. It is also taking a break from social media.

Kononova et al. (2017) found that a survey (N = 524) examined how frequently college students engage in multitasking with social media, texting/instant messaging (IM), and music while studying/working and what motivates them to multitask with each medium. Social media is very toxic. There is also bullying on social media. Many college students get depression, anxiety, and panic attacks because of social media. Bright et al. (2015) find that social media usage levels continue to climb, generating copious amounts of content. As more people crowd social media (e.g., Facebook), and create content, some research points to the existence of a concept called social media fatigue. Dhir et al. (2018) find that too much Facebook? An exploratory examination of social media fatigue. *Computers in Human Behavior*, 44, 148-155.

The study findings suggest that compulsive media use significantly triggered social media fatigue, resulting in elevated anxiety and depression. Fear of missing out indirectly predicted social media fatigue through the mediation of obsessive social media use. After taking a break and resting, we can be ready again to start working hard. Keep a positive mindset and stay focused on your goals. But don't forget that when you are working hard, you can still meet obstacles, but don't give up when you encounter obstacles.

Dweck (2020) finds that meaningful work promotes learning in the immediate situation and a love of learning and resilience in the face of obstacles. That is why when you see any obstacles, you need to stay strong and not easily give up, because when you can overcome your obstacles, you will feel very proud.

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History of Bromo Mountain



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Bromo Tengger Semeru National Park, a unique ecological and cultural treasure in East Java, Indonesia, explores nature's grandeur and human resilience. With majestic volcanic peaks, including the active Mount Bromo and Mount Semeru, and the mystical Sea of Sand, the park presents a compelling destination for ecotourism. The park also serves as a cultural haven for the Tengger people, an indigenous community with deep-rooted traditions. This essay will delve into the multifaceted aspects of Bromo Tengger Semeru National Park, studying its significant role in promoting sustainable tourism, preserving its unique biodiversity, and supporting the socio-economic development of the Tengger community.

Bromo Mountain is a famous tourist destination located in East Java, Indonesia. It is part of the Bromo Tengger Semeru National Park and is known for its stunning sunrise views and unique landscape. The mountain is an active volcano considered sacred by the Tenggerese people. Visitors can hike up the mountain, take a jeep tour, or ride a horse to explore the area. It is a popular destination for both domestic and international tourists. I have visited Mount Bromo two times, in 2018 and 2023. I visited Bromo in 2018 because I was going to hike on Mount Semeru, and in 2023 I went to Bromo because I wanted to explore Bromo with my brother. We went there using a dirt bike.

I went there with my best friend Sinta, my brother, and his wife. We can only use dirtbikes or jeep to Bromo because the terrain is very dusty and the sea of sand is very slippery if we use motorbikes or cars in general in the city. Exploring Mount Bromo was one of the most amazing experiences I have ever had. I realized that God created a very extraordinary place. After writing this essay, I am sure I will bring my friends from abroad to visit Bromo someday.

Bromo Mountain is a unique and awe-inspiring destination that attracts tourists from all over the world. The mountain's stunning landscape and panoramic views make it popular for hiking, photography, and sightseeing. Visitors can explore the area on foot, by jeep, or on horseback and take in the breathtaking sunrise views over the mountain (Indonesia Travel, 2013). Additionally, Bromo Mountain is considered sacred by the Tenggerese people who live in the area. This has led to the development of a rich cultural heritage celebrated by the local community and tourists. Visitors can witness traditional Tenggerese ceremonies and festivals held throughout the year, providing a unique insight into the local culture and way of life. Bromo Mountain is a must-visit destination for anyone looking to experience Indonesia's natural beauty and cultural richness.

Bromo Mountain has a rich history intertwined with the Tenggerese people's cultural heritage. The Tenggerese people have a long and rich history intertwined with Indonesia's cultural heritage. They are believed to be the descendants of the Majapahit Kingdom, a powerful Hindu-Buddhist empire that ruled over much of Indonesia from the 13th to the 16th century. The Tenggerese people adopted many of the cultural and religious practices of the Majapahit Kingdom, including Hindu-Buddhist beliefs and traditions. Over time, they developed their own unique culture and way of life based on their ideas of the power of the Gods and the importance of living in harmony with nature. The Tenggerese people have developed a rich tradition of worship and religious ceremonies throughout the year. These ceremonies celebrate the area's natural beauty and the Tenggerese people's unique way of life. Despite the challenges of modernization and tourism, the Tenggerese people have managed to preserve their cultural heritage and way of life, making them an important part of Indonesia's rich history and cultural heritage. Over time, the Tenggerese people developed their unique form of Hinduism based on their beliefs in the power of the gods and the importance of living in harmony with nature.

The Tenggerese people believe that the gods created the mountain as a sacred site, and they have developed a rich tradition of worship and religious ceremonies that are held throughout the year. These ceremonies celebrate the area's natural beauty and the Tenggerese people's unique way of life (Wisata Bromo, 2022).

According to local legend, the area was once a vast ocean transformed into a volcanic plain by the gods. The Tenggerese people believe that the gods created the mountain as a sacred site, and they have been living in the area for centuries. The Tenggerese people have developed a unique culture based on their beliefs in the power of the gods and the importance of living in harmony with nature. They believe the mountain is a sacred site home to the Gods, and they have developed a rich tradition of worship and religious ceremonies throughout the year. These ceremonies celebrate the mountain's natural beauty and the Tenggerese people's unique way of life. Despite the challenges of modernization and tourism, the Tenggerese people have managed to preserve their cultural heritage and way of life, making Bromo Mountain a unique destination that offers visitors a glimpse into Indonesia's rich history and culture. According to the Tenggerese legend, one day, the god Brahma appeared to Joko Seger and asked him to sacrifice his last remaining livestock in honor of the gods.

Joko Seger was a poor man who lived in the now Bromo Tengger Semeru National Park area. He made a living through farming and raising livestock. Joko Seger was reluctant to do so but eventually agreed and sacrificed his last goat. He hoped the gods would be pleased with his offering and bless him with a bountiful harvest.

However, the gods were not pleased with the offering and demanded that Joko Seger sacrifice his last child. Joko Seger was horrified by the demand and refused to comply. He begged the gods to spare his child and to accept his previous offering as a sign of his devotion. The gods were angered by Joko Seger's refusal and decided to punish him for his disobedience. The gods turned the ocean into a sea of sand and created the volcanoes Mount Bromo and Mount Batok (Trip Wisata Bromo, 2013). The Tenggerese people believe that the volcanoes and the surrounding area are sacred sites that must be respected and honored. They believe that the Gods still reside in the area and that the volcanoes manifest their power and wrath.

The Tenggerese people have developed a rich tradition of worship and religious ceremonies throughout the year. These ceremonies celebrate the area's natural beauty and the Tenggerese people's unique way of life. The Tenggerese people believe that the gods created the mountain as a sacred site, and they have developed a deep respect for the natural world and the power of the gods.

Today, Bromo Tengger Semeru National Park is a popular destination for tourists who come to see the stunning natural beauty of the area, as well as to experience the rich culture and traditions of the Tenggerese people. The Indonesian Ministry of Forestry manages the park, an important conservation area for the region's unique biodiversity (Wikipedia, 2007). The legend of Joko Seger and the creation of Mount Bromo and Mount Batok serves as a reminder of the power of nature and the importance of respecting and honoring the natural world.

In conclusion, Bromo Tengger is a park full of natural wonders. You can watch the sunrise over the volcanic landscape from Mount Penanjakan, explore the Sea of Sand, or even journey to the crater of Mount Bromo. You can trek Mount Semeru, Java's highest peak, if you are up for a real adventure. Plus, you can learn about the local Tengger culture in the nearby villages. It is a unique and beautiful place—a must-visit for nature and adventure lovers. The park is also home to the Tengger people, an indigenous group with a rich history. The sunrise view from Mount Bromo is said to be one of the most spectacular in the world. And if you are up for a challenge, you could hike up Mount Semeru, the highest peak in Java. Do not forget the Sea of Sand, a vast plain that makes you feel like you are on another planet.

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The History of Kayutangan Heritage Village in Malang City



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Kayutangan Heritage Village is a remarkable historical treasure in Malang City, East Java. This captivating area is renowned for its rich historical value, featuring an array of buildings and artifacts that have withstood the test of time for hundreds of years. With its Dutch colonial architecture, Kampung Kayutangan showcases a unique blend of cultural heritage and architectural splendor. Every building within the Kayutangan Heritage Village boasts an accompanying information board, offering visitors a fascinating glimpse into the past.

Among the notable structures is a cultural heritage site constructed between 1870 and 1920, which stands as a testament to the enduring efforts of conservation. Despite its humble origins as one of Malang City's slum areas, the local government and community have united to transform Kayutangan into a thriving heritage village.

Through labor-intensive and idea-driven endeavors, the community has endeavored to develop and manage slum tourism in the area. A renewed focus on cleanliness has led to the establishment of public toilets, while the presence of stalls caters to the needs of eager visitors. Dutch-era buildings, including residential houses, restaurants, schools, shops, and offices, remain structurally sound and meticulously maintained.

For avid photographers and history enthusiasts alike, Kayutangan Heritage Village offers a plethora of picturesque spots meticulously curated by the local community. Prepare to be captivated by the charm and allure of this historical gem, where the echoes of the past harmoniously intertwine with the present-day vibrancy of Malang City.

Kayutangan Heritage Village is an area that has historical value and is located in Malang City, East Java. Kampung Kayutangan is an area with several historical buildings with Dutch colonial architecture. In this village, some buildings and items are hundreds of years old, there are also residents' houses built during the Dutch era, and in the Kayutangan Heritage Village, there are ancient buildings and items that are hundreds of years old.

Every building in the Kayutangan Heritage Village is equipped with an information board. There is a cultural heritage structure built from 1870-1920. The cultural establishment is still standing strong because of the results of conservation efforts also Kampung Kayutangan is one of the slum areas in Malang City. From this condition, the local government and the community manage and develop the Kayutangan Heritage Village.

The community carries out work-intensive and idea-intensive activities. It aims to develop and manage slum tourism in the Kayutangan Heritage Village, the surrounding community began to pay attention to cleanliness, built public toilets, and had stalls for visitors who came to the village. Many buildings were constructed in the Dutch era and are still solid and tidy today. These buildings are residential houses, restaurants, schools, shops, and offices. The visitors can take pictures in several spots that the community has provided.

And The Kayutangan Heritage Village was the city's heart during the colonial period. The buildings in this Kayutangan Heritage Village were different from the other old buildings, which generally had large and large courtyards. Still, this Kayutangan Heritage Village had small and unique houses. The village consists of 4 pillars of the community and has 24 places designated as cultural heritage. Several houses still retain the building structure as during the Dutch colonial period.

If you want to enter this house, it is very permissible, but you must get permission from the house owner. Only a few houses can be visited so not all houses can be entered, even though they have an old building structure. However, the places still look good because they are always cared for by the house's residents. There are also other unique things, namely, some residents who make their profession an exhibition.

For example, one resident likes to collect antiques because he is a photographer. Then he displays these items in front of his house, a special attraction for his home. There is also a display of his paintings around the house and complete with the old school property, and not only that, there you can also watch singing performances from residents who donate songs. At the same time, many tourists come to walk around, making it feel more comfortable and enjoyable because there is music and songs that are pleasant to hear.

Moreover, there is also the herbal medicine house. His father's legacy inherited this herbal medicine house and was then continued by his son so the house can still operate today. Tourists can also buy herbal medicine there and look around the house. At the same time, the father's grandson also has expertise in massage or massage, so the herbal house also provides massage services for tourists who want to feel the sensation of massage in this Heritage Kayutangan Village. And it turns out there is also a house left by a film director who was quite famous in his time. Then his younger brother took the initiative to move into the house and turn it into a museum of his paintings.

The influence of the Heritage Village Tourism Object, Kayutangan, namely introducing the history of the classic to the modern era, which is in the heritage village has many photo spots, coffee shops, and an agenda of cultural arts activities to improve the tourism sector, including tourist visits, because this place is expected to be able to attractiveness tourism attraction to Interest in visiting, both from the local and foreign tourist sector (Rahmat et tal 2023).

The Kayutangan Heritage Village, in the middle of Malang City, has three or more access points, including Jalan Basuki Rahmad, Jalan Semeru, and Talun, which is expected to bring out economic activity. The location of Kampung Kayutangan, surrounded by dozens of hotels, is also a "Selling Point" as a culinary destination and destination for tourists since 2018. The City Government of Malang inaugurated the thematic tourism village on April 22, 2018, is culture-based by presenting the authenticity of the village along with all the people's historical, building, culinary, and socio-cultural heritage. This charm makes it interesting to visit and enjoy because it can bring up old memories.

According to the head of the tourism group, there are five potentials for Kampung Kayutangan. The first is a tourism of old and historic buildings. Second, religious sites. Third, culinary and trading activities. Fourth, explore the river, and fifth events and activities.

So that optimizing all local potential or natural resources and human resources in the tourism and creative economy sector is our mission. Touring old and historic buildings is one of its characteristics to strengthen its heritage label.

Currently, Kayutangan Heritage Village has 23 spot houses with heritage nuances. In addition to presenting visuals that spoil the eye through architectural designs, most of which are preserved in their originality, there are special stories. The story of each of these buildings is increasingly interesting when you explore the village area. The oldest building in this village was built in 1870.

The architecture of many buildings is the jengki type and the limas house. Most buildings are still the original houses from when they were built. Only a few have experienced minor repairs and additions. These houses are an advantage for the Kayutangan village that other thematic towns do not have. Not all old houses allow visitors to enter the house. This is related to the privacy of the home owner.

The following buildings are some beautiful works of old nuances that represent the type or variety of buildings of that era. The story behind each iconic architectural style with natural shapes, structures, and ornaments frames the aesthetics of the old building, whose authenticity is still maintained. The charm of old buildings combined with the story behind each old house can also add to the repertoire of typical architecture.

Kampung Kayutangan heritage has so many attractions that can be explored and explored more deeply, therefore you have to experience it alone or with family and friends to visit one of the iconic places in Malang, with all the uniqueness and beauty that will make visitors tourists will be amazed, especially if they know the history of this heritage Kayutangan village, so what are you waiting for, visit and explore this heritage Kayutangan village more deeply.

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Negative Perceptions of Music by Some People



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Nowadays, music is one of the arts that many people most like. Through music, songs can be created. Through music, we can channel our hobbies. Through music, we can create extraordinary works that everyone can enjoy. Music is very useful for calming our minds when experiencing stress, or we can use it when studying, exercising, for certain events to liven up the atmosphere, and even for making money. How people feel about music is unique and can vary greatly from person to person. However, music at this time is considered by some people as just a hobby, or many people think that music is a trivial thing that can only be enjoyed by the ear. Would you like to dive deeper into this topic? I think yes.

Regarding many people who think that music is a trivial thing or something that is not important, I am a fan of music and songs. I can play several musical instruments, such as drums and guitar. In this case, I wanted to improve my skills by continuing to study music, but my parents disagreed. They think that music is just a hobby and that if I take music college, it will be difficult for me to make money. But for me, music is not just a matter of making money. It is about the love of the art of music. I agree with what they say about music being a hobby, but for me, music is more than just a hobby. It is a talent that must be developed continuously. Also, I found a quote by Marinkovic (2021): "Listening to sad music can make us see the

world a little less bright than it is." This quote is also true; if we listen to songs that tend to be negative, we will see the world and what we listen to. However, if we take into account that all songs, whether they are songs with happy or sad nuances, we will still be able to distinguish which ones are good and which are bad because songs are an art that we must appreciate.

Sad songs also have their benefits, such as they can accompany us when we are sad and calm our minds. And sad song does not forever have a bad perspective. Through sad songs, we can enjoy great work. Many people make their songs. For example, they make a sad song. They make sad songs to express their feelings and do them spontaneously.

By discussing sad songs, we can explore many things, such as how sad songs can improve from year to year. Because so many people are interested in sad songs, for example in our country Indonesia. In Indonesia, many people are interested in sad songs, especially young people. They are very interested in sad songs that may be related to their emotions or their situation. But, we must think wisely about what we are listening to. Apart from listening to sad songs, so many songs that are good for us to listen to. The song that will make us feel happy or can make us not feel lonely. For example, Jazz and Blues songs will make you feel calmer and relaxed. Rock and Metal songs will make you feel up or more excited. Classic and Country songs will make

you feel like you are back in time. Exactly, music is not only having negative assumptions, but music has a lot of good things. It depends on how we view and sort out music wisely.

I found a sentence from an article: "Music can bring positivity to our lives but listening to music has negative effects that we should not ignore. Be mindful of what you listen to" Sharma (2022). From there, we learn that we must be careful and smart to sort out what we listen to, we must be wise to choose what song that good for us. I agree with that sentence, because I have friends like that, and their behavior is similar to what they listen to. The one with a calm personality likes to listen to good music. And the second one that likes to listen to sad or we can say "not too good songs" his character will be followed by what he heard. I believe we all know the good or bad things, so we can choose wisely. Again, I actually can't entirely agree with the perception of music that some people consider to be a bad thing. But if they say in the music environment it is a little bit hard to find a job, maybe I agree. Because today many people are very proficient in playing music, it will be a disaster for those who are just starting to study music but want to find a job. But if we are going to join in the music environment, we should totality in it. We cannot just play a game in a music environment if we want to be serious in the music world, especially when we want to find a job or join the professional music industry.

According to Avramova (2019), "When you have violent behavior that mimics something in the world of music or art, it is easy to conclude that art is causing the person to be violent. But just because it is easy to infer, does not mean it's true". I agree with this statement. We cannot assume that every behavior we have, whether good or bad, is caused by music. Our behavior is caused by environmental factors and the teachings we receive. Music is just a means for those who want to channel their hobbies. I also found an article by Cherry (2022) that said, "The next time you are putting together a playlist for your commute or workout, consider how your personality might be reflected in your song choices. Try listening to styles of music that you don't normally prefer; research suggests that this can have a lasting positive impact on the brain". This can help you understand that what you listen to can also influence your behavior. Therefore, if you like or are interested in music, try to make a playlist of good songs for yourself.

In conclusion, your goal in music is to enjoy the music and bring positivity into your life and those around you. Regarding many statements out there about music having bad things or music having good things, it is all back to our mind. And I would say that music is just not about how to find a job, money, or a proper position in a music job. Music is about passion, music is about interest, and music is about love. I love to enable many people to channel their expression through music.

So, from now on, we can change our perceptions of music, not only bad things but there are more good things than bad things in music. Everything is about our perceptions. So, with this essay, I hope everyone does not only view music through bad rumors circulating about music, but we must view music through what we feel or perceptions.

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Narcissism and Self- Confidence: Comparison and Contrast in Self- Concept



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In the course of life often encounter people who have a high level of self-confidence or tend to look very obsessed with themselves. Although both relate to a person's self-concept, narcissism and self-confidence, differ significantly (Harter, 1993). This essay will discuss the differences and similarities between narcissism and self-confidence and their impact on individuals and social interactions.

Narcissism refers to an attitude or behavior characterized by excessive dependence on oneself, the need for external recognition, and the tendency to consider oneself superior to others. People suffering from narcissism often seek to highlight their successes and excellences without regard for the feelings or needs of others (Back & Egloff, 2010). On the other hand, self-confidence is a belief in one's healthy abilities and values. Individuals with good self-confidence can value themselves and face challenges with positive confidence.

In this essay, we will explore the difference between narcissism and self-confidence. First, we will see how narcissism tends to lead to a selfish attitude, whereas self-confidence encourages a more balanced perspective between personal interests and the interests of others. Next, we will discuss the psychological impact of these two concepts. Moreover, we will look at the social consequences of narcissism and self-confidence (Campbell & Foster, 2007).

Last, we will also identify similarities that may exist between narcissism and self-confidence, as well as the importance of properly understanding these two concepts. By better understanding the differences and similarities between narcissism and self-confidence, we can recognize patterns of behavior and attitudes that affect our daily lives. Hopefully, readers can get a deep insight into the human self-concept and better understand how to develop healthy self-confidence while avoiding the pitfalls of adverse narcissism.

Differences in Focus and Orientation

Narcissism is an excessive tendency to love and admire oneself, while self-confidence is believing in one's abilities and worth (Kernberg, 2009). The difference between narcissism and healthy self-confidence can be explained in several aspects of an individual's focus and orientation.

Individuals suffering from narcissism tend to focus on themselves. They often consider themselves the center of everything and expect others to acknowledge and admire them excessively. In everyday life, they tend to seek constant external recognition and attention. On the other hand, individuals with healthy self-confidence do not obsess over attention and recognition from others.

They focus more on personal growth, achieving goals, and rewarding themselves in a way that relies less on external validation.

Narcissism tends to be associated with selfishness and a lack of concern for the interests and feelings of others. Individuals suffering from narcissism often see others as competitors or sources of their self-validation. They may feel threatened by the success or excellence of others and tend to demean the achievements of others to stand out for themselves. On the other hand, individuals with healthy self-confidence have a more empathetic attitude and can appreciate the successes and excellence of others without feeling threatened. They can build healthy and mutually supportive relationships with others.

Narcissism is often associated with the search for satisfaction and happiness through external recognition, social status, or material status. Individuals suffering from narcissism may feel dissatisfied or unhappy if they don't get the recognition or validation they seek. On the other hand, individuals with healthy self-confidence tend to seek satisfaction and happiness from within themselves. They can appreciate and celebrate their achievements without relying on external recognition. They can also find satisfaction in developing meaningful relationships and positively contributing to others.

Psychological and Social Impact

Narcissism and healthy self-confidence have different psychological and social impacts. Narcissism tends to have negative consequences in social relationships. People suffering from narcissism often struggle to form healthy relationships because they are too focused on themselves. They may be unable to understand or empathize with others, as their interests and needs take top priority (Morf & Rhodewalt, 2001). In addition, narcissistic individuals often experience low satisfaction levels and rely on external recognition to maintain their self-worth. When they don't get the recognition or praise they want, they are prone to feelings of inferiority and disappointment.

Healthy self-confidence has a positive impact on an individual's psychological and social. Individuals with good self-confidence tend to have a positive view of their abilities and self-worth. They strongly believe in themselves and can face life's challenges optimistically (Leary *et al.*, 1995). Healthy self-confidence also allows individuals to take risks and cope better with failure. They have strong mental resilience and can bounce back after experiencing failure or obstacles.

Healthy self-confidence also has a positive impact on social relationships. Individuals with high self-confidence can build strong connections with others. They tend to exude positive interpersonal attraction and can support others confidently. Strong self-confidence also helps individuals to be more courageous in expressing themselves and contributing actively to social interactions (Orth *et al.*, 2012). This can increase relationship satisfaction, strengthen social networks, and expand opportunities to create meaningful connections.

Narcissism and healthy self-confidence have different psychological and social impacts. Narcissism produces negative consequences, while healthy self-confidence provides a solid foundation for overcoming life's challenges and fostering positive social relationships.

Narcissism and healthy self-confidence have differences in focus, orientation, and psychological and social impact. Narcissism tends to focus on oneself, care less for others, and seek satisfaction through external recognition. In contrast, healthy self-confidence is not obsessed with external attention, has an empathic orientation towards others, and seeks satisfaction from within. Narcissism social relationships, while healthy self-confidence allows for positive relationship building. It is important to develop healthy self-confidence and avoid narcissistic behaviour.

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Simple Ways to Overcome Sleep Difficulties



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The essay explores the importance of regular sleep patterns and provides simple ways to overcome sleep difficulties. Many of us have difficulty sleeping, and so do I. Sometimes we don't care about it, but it is dangerous if our bad sleeping habits persist from sore eyes, headaches, low blood pressure, and more dangerous illness. I started having trouble sleeping at night when I was in 5th grade. The reason is simple: I was watching a horror movie that made me think about it and unable to sleep. Maybe some of you know this movie, *The Conjuring*. This is the only horror movie that really "haunts" me. I have never had trouble sleeping because of horror movies, but somehow this movie made it hard for me to sleep for a month. During that one month, it was not only difficult to sleep, but I also often woke up at dawn. It was so sickening. I am sleepy, but my eyes will not close. Because of that, until I am in college, I sometimes still have trouble sleeping. Maybe because I was used to sleeping in the middle of the night since childhood, sleep difficulties greatly affect our daily lives. From ourselves, we must be aware of the importance of our sleep patterns. That way, our physical and psychological health will also improve.

Sleeping is forming new cells, repairing damaged body cells, and maintaining the body's metabolism (Mariyana, 2018). For this reason, everyone needs adequate rest and sleep. However, many of us have trouble sleeping or even messy sleep patterns. This can be seen from the difficulty of sleeping at night, suddenly waking up in the middle of the night or at dawn, when you wake up suddenly your body feels achy, and so on. Many things can also cause difficulty sleeping. Some things that trigger sleeplessness are excessive consumption of caffeine, alcohol, and cigarettes; variable working hours; and unstable psychological conditions such as anxiety, lots of thoughts, and depression (Nugroho, 2014). For this reason, it is necessary to take action to regulate our sleep patterns so that they are more regular and healthier.

There are many simple ways we can do so that our sleep patterns are more regular. The first way is to do progressive muscle relaxation. This method can reduce tension so that the body's muscles will be more relaxed, as identified by Jacobson in 1934. This method can not only overcome insomnia but also reduce headaches, provide adjunctive treatment for cancer, and prevent chronic pain in arthritis and irritable bowel syndrome (McCallie et al., 2008).

Second, try to reduce caffeinated and alcoholic drinks. Several studies have shown that caffeine intake, such as tea and coffee, can improve cognitive functions, such as alertness and memory, which can keep us awake (Bchir et al., 2006). Drinks containing caffeine will block a chemical in the brain called adenosine. When this adenosine accumulates, we will naturally fall asleep, but because there is caffeine that can block this substance, we will stay awake (Afifah, 2022). Therefore, caffeine consumption must be reduced to avoid sleep disturbances, especially in the late afternoon or evening.

Third, massage therapy can reduce stress and anxiety. Massage therapy can help reduce insomnia by increasing serotonin production because the area of the brain that facilitates us to sleep well uses up serotonin. In our brains, serotonin can also produce melatonin, a hormone that tells the brain to "slow down" and prepare for sleep (Fulham Massage & Wellness, 2021). So this massage therapy is highly recommended to reduce stress and anxiety which can sometimes make it difficult for us to sleep.

Fourth, we can design our bedroom as comfortable as possible. We do not need to put things that make sleeping hard in our bedrooms, such as TVs or playstations. We can also dim the lighting in our room so that our eyes feel comfortable. Because the light in the room used for sleeping is too bright, it can penetrate the eyelids and stimulate the brain to keep active, making it difficult to sleep (Octaviana, 2020).

Fifth, we also put aromatherapy, such as lavender oil, in our rooms. Because lavender oil is an anxiolytic (anxiety reliever) and sedative, it can promote relaxation, and calmness, and help us sleep. Lavender interacts with the neurotransmitter GABA which helps calm the activity of the brain and nervous system, reducing agitation, anger and anxiety (Breus, 2022). We can buy lavender oil at the nearest pharmacy, supermarket, or online shop. This will make us more relaxed.

In conclusion, we can do the simple ways above to overcome sleep difficulties because we need to keep our sleep patterns healthy and regular. Not only healthy for the body, but regular sleep can also nourish our minds. So, we will be healthy physically and psychologically. This essay gives us some simple ways to overcome our sleep patterns, especially for students with trouble sleeping. If these methods are not enough to overcome your sleep disorder, you can contact your doctor or expert about your sleep disorder.

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Song Impact for Learning

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Impact of Song on Improving English Skills



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Songs have a remarkable ability to captivate our attention and evoke powerful emotions. In recent years, there has been a growing interest in exploring the impact of songs on enhancing English language skills. This cause-and-effect essay explores how songs can improve English proficiency, uncovering the underlying causes for their effectiveness and highlighting their positive effects on language learning. By examining the synergy between music and language acquisition, this generation, young people or the new generation, can now learn or improve their English skills by listening to music and trying to sing it. Adorno (1993) mentions that music is similar to language in that it is a temporal succession of articulated sounds that are more than sound. They say something, often something humane. The higher the species of music, the more forcefully they say it. The succession of sounds is related to logic. There is a right and a wrong. But what is said cannot be abstracted from the music; it does not form a system of signs.

Yumurtaci and Enisa (2018) mention that songs are found functional since they are rich in vocabulary besides being entertaining. They are based on a common theme or topic that provides the context for vocabulary learning. Songs can be used as effective pedagogical tools to promote vocabulary, grammar, and sentence structure and increase motivation while teaching English to young learners.

Because songs have so much vocabulary that young learners rarely hear or read, and when young learners sing, the song, young learners will improve their pronunciation. According to Themus (2021), said constituted 10- different questions for a pre-test and post-test form of instrumental measurement based on listening activity. An uncommon teaching style was administered to 29 students of various disciplines; engineering, international relations, and philosophy in preparatory school. Thus, this qualitative and quantitative research aims to evaluate to what extent the impact of this teaching style is on the learners' listening and speaking skills. The data obtained were analyzed through a chi-square analysis test. Its research design setting is a one-way pretest and posttest experimental single-group study.

The song has helped us develop the English skills of today's children because nowadays, learning methods are not only from teachers or schools. The new gen learns or improves its English skills from music and other methods, but music can be the most fun method because not only listening but the new gen can also pronounce it correctly. Magnussen and Sukying (2021) said Seventy-two preschoolers aged four to five were taught 12 target words using TPR, songs, and a mix of both methods (TPR&S) in three classrooms for six weeks—a mixed-method research design triangulated data collected from two tests and video recordings. The tests were administered as a pre-test and a post-test.

Moreover, video recordings from hidden cameras captured the participants' interactions during the intervention. The findings revealed that singing and TPR and the mix of both methods significantly improved the participants' vocabulary acquisition, with the TPRS method having a more positive impact on the participants' vocabulary acquisition than either singing or TPR alone. Even preschoolers now use different methods to improve their English skills because they know how to utilize other methods to improve their English skills using music.

Music not only improves listening skills but can also hone pronunciation skills and increase new-gen vocabulary skills because songs today can be considered unique, and there are many languages that the new generation can still learn. An example of rap music is that the new generation can practice their pronunciation quickly by singing the song and listening to the same singer say what words, and in rap music, there are lots of new words that the new generation can find and learn. The new gen can now easily learn their skill in English by listening to some music. Wang and Song (2022) said this study investigated the impacts of peer and teacher support on perceived technology usefulness and ease of use and acceptance of computer-mediated collaboration in writing (CMCW) among Hong Kong primary school students who learn English as a second/foreign language (ESL/EFL).

The results showed that class-level peer support directly and positively impacted individual-level acceptance of CMCW. However, teacher support did not have a direct impact. Peer support had indirect effects on the acceptance of CMCW through perceived usefulness. This means the new gen can learn and improve their skill by themselves. They can improve more skills by just listening to music and their listening and pronunciation skills.

As people see, music helps people with grammar structure and spelling the word because lyric music is interesting to learn and helps you improve or add your vocabulary and help you to fix your grammar structure by looking at the lyric music. Murtinary (2029) Mentions that the songs can be used as a substitute or additional materials for textbooks.- the songs can be used to introduce vocabulary, - the songs can also be used to study grammar or sentence structure, - the songs and music, tone, rhythm, and songs can be used as a tool to train memory. It involves all psychology because understanding, describing, and explaining musical experience and behavior implies fundamental experience and behavior in general. Erkulova and Samandarova (2020) mention that Communicative grammar knowledge/skills can be acquired/developed through films that have lasting effects.

We can project some educational films, dramas, songs to teach grammar effectively. This can develop the listening and speaking skills of the students. Heidari and Araghi (2015) investigated the effect of songs and pictures on the vocabulary gain of EFL learners. They conducted the study on 68 male learners in the age range of 7-14. A vocabulary test was administered to measure learners' vocabulary knowledge as a pretest.

So nowadays, it is very easy to improve English skills, and music is one of the easiest methods to do because we only have to listen. Still, slowly we will know what they say and sing, and practicing pronunciation is also easy to do by listening to songs. We only see the lyrics and sing the song, which cannot be done instantly. Therefore, we must practice regularly and listen to songs and see the lyrics to train our pronunciation and listening skills. And unexpectedly, we can teach grammar and structure skills correctly if we look at the lyrics carefully and learn the lyrics. According to Boothe and Jeef (2003), music lyrics and songs provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, and increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination.

Furthermore, they added that song lyrics encourage and increase cognitive learning by integrating multiple dimensions that will engage students of varying abilities. And another proof that song lyrics can help in grammar structure is Intani (2011) said on using song lyrics to improve students' understanding of simple future tense for junior high school level in Semarang, and she found that there was a significant improvement in students' understanding of simple future tense by using song lyrics. She also argues that teaching the learning process using song lyrics can attract students' interest and motivation. Moreover, this technique can lead students to identify sentences which have a form of simple future tense well.

In conclusion, songs have proven to be a powerful tool for enhancing English language skills. They contribute to improving English proficiency by providing rich vocabulary, context for learning, and entertainment. Songs can be effective pedagogical tools to promote vocabulary, grammar, sentence structure, listening skills, and pronunciation. Research studies have shown that using songs in language learning significantly improves vocabulary acquisition and overall language proficiency, especially among young learners. I wrote this essay hoping to develop my English skills.

We already have many ways, one of which is listening to songs because today's children prefer to listen to songs, which is good for them because they can develop their listening skills well. For grammar and vocabulary, they can correctly see song lyrics and pronounce words from song lyrics.

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Learning English through Niki's Songs



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Learning a new language like English can be difficult and challenging for some people. Music is a fun and effective way to learn a new language like English (Suciati, K. 2022). It has a special ability to engage our interests, create emotions, and improve memory. Music becomes an effective way for language learners when paired with learning English. Among the various kinds of artists and genres, Niki's music is a powerful resource for English learners. This essay will examine some of the benefits of using Niki's music to learn English.

Niki is an Indonesian singer and songwriter who's good at making song lyrics. Her songs are all very unique, and the lyrics are relatable. Niki's music attracts listeners with its affirming phrases and pleasant tunes. Love, self-love, heartbreaks, and personal development are just a few of the many emotions she writes about in her songs. Students may interact with authentic content that relates to real-life situations and feelings while learning English by enjoying Niki's music (Zulaikha, S. 2020).

Rich, varied vocabulary and idioms from common English are frequently spotted in Niki's songs. By soaking into her music, learners can increase their vocabulary and gain a greater understanding of idiomatic phrases, metaphors, and slang. Lyrics, a group of verses that support a song, can also be thought of as brief, non-narrative poems that express the author's thoughts, feelings, or emotions.

These days, poetry lyrics are very popular due to the high level of the lyrics, the pleasing rhythm, and the harmony they create when combined with music (Alfiyani, W, 2021). The lyrics of Niki's songs give learners a glimpse of how English is used today, providing them with current and relevant vocabulary for interesting conversations.

As English learners, we can practice interpreting song lyrics, such as from her music, "Highschool In Jakarta" she explains the life of a student studying in International High School in Jakarta. Some lyrics describe the real conditions of the students there, such as "high school in Jakarta, sorta modern Sparta. The sentence explains that being a junior in Jakarta also has tight competition with other students. In this part of the lyrics, Niki is comparing the pressures of high school society on relationships to those modern of Sparta, which means that "high school relationships" are quite hard to survive from the "war" (drama, rumors, and expectations). The other verse, "We were a sonata, thanks to tight-lipped father," analogizes the lovers' connection to a sonata, an arrangement of music whose precise and detailed creation allows for combining several sections in a similar key. In other words, both teenagers had to be careful about how they showed their relationship, especially in front of their reserved and difficult-to-read fathers.

The other song from Niki with many idioms is "Backburner." The verse "The Goo Goo Dolls are dead to me the way i should be too". It may be understood that NIKI has outgrown The Goo Goo Dolls and that they no longer have a special place in her heart. The same thought applies to how this individual was supposed to have passed away and had no significance for her. The Goo Goo Dolls and NIKI, though, both expressed how this individual makes them, for want of a better expression, "come back to life.". It's also likely that The Goo Goo Dolls have a connection with memories of their relationship, making them both seem dead to her, much as this person does.

Pronunciation and intonation abilities may be developed through music, and Niki's music is a great example of this. Since Niki is an Indonesian singer, she has clear and good English pronunciation. Learners can practice pronunciation, rhythm, and intonation while listening to and singing along to her songs, imitating the flow of a native English speaker. Niki's songs are a great tool for developing language abilities because of her clear pronunciation and lyrical phrasing, which helps students become more assured and competent in spoken English.

Because of Niki's music's depth of emotion and relatability, listeners can develop a connection with the songs on a personal level. Learners may study various cultural experiences, points of view, and values expressed in Niki's music by actively engaging with her lyrics. This connection to emotion encourages empathy and cross-cultural understanding, enabling students to understand English-speaking societies and cultures better. Students may explore common human experiences through Niki's music, enhancing their English communication abilities and developing connections between cultures.

Learning English through Niki's music offers a unique and captivating method. Learners may increase their vocabulary, develop their awareness of culture, improve their pronunciation, establish emotional connections, and build their creativity in English by involving themselves in Niki's lyrics, melodies, and emotions (Utami et al. 2022). Language learners may improve their language skills while still appreciating the beauty of music thanks to Niki's music, which provides a wealth of resources. As students embrace Niki's music's significant power, they start along a satisfying path to English language proficiency.

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Exploring the Teenage Love Triangle on Taylor Swift's Album Folklore



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How does Taylor Swift’s brilliant musical storytelling on *Folklore* tell an intricate story of summer love affairs and love triangles only using three song tracks? Taylor Alison Swift, known as Taylor Swift, is an American singer-songwriter. She started her career with her debut album in 2004 and has released ten studio albums throughout her entire journey in the music industry. According to the official website of The Recording Academy Grammy Award, Swift has collected 12 Grammy Awards over 46 nominations. *Folklore* is Swift’s eighth studio album after her previous one, *Lover*, which won Album of the Year in the Grammy 2021. No one saw it coming when she announced the album on her social media platforms. Released during the pandemic and quarantine, Swift (2020) stated on her Twitter page that *Folklore* results from her wild imagination, containing songs and stories that flow like a stream of consciousness. Filled with 16 song tracklists, she masterminds a love triangle story entangled on three song tracks from the album, namely “Cardigan” (track 2), “August” (track 8), and “Betty” (track 14).

The *Folklore* album’s love triangle happens between three characters that narrate each song. Taylor Swift revealed in her documentary concert film *Folklore: The Long Pond Studio Sessions* on Disney+, “These three songs explore a love triangle from all three people’s perspectives at different times in their life” (Swift, 2020). In track 2, “Cardigan,” the song was narrated from a girl character’s point of view called Betty.

“Betty” on track 14 was narrated by a character named James. “August” was narrated by a character that Taylor would call Augusta or Augustine in her head. This essay will explore and analyze those three songs into their narratives' complexities and lyrical meanings that will help the listeners understand the storyline.

The story chronologically begins with track 8, “August,” which tells a story of Augustine and James's summer fling and how it impacts Augustine's feelings afterward. The story takes place during the hot summer school break in August, as the lyrics say, “August slipped away like a bottle of wine” and “Will you call when you're back at school.” Furthermore, Swift incorporates imagery, such as “salt air and the rust on your door,” to create a sensory experience. The listeners can picture a set in a coastal town with salt air often associated with the beach. The story unfolds between Augustine and James, Betty's significant other. They met and spent the summer together, causing Augustine to fall deeply in love with James. Augustine was so sure about their relationship because, in the first verse, the lyrics already say, “I never needed anything more,” referring to feeling in love with someone. However, the relationship didn't last long. As the song goes by, Augustine realizes that the relationship has ended and is not as intimate as she thought.

She keeps recalling the memories she had with James for the lyrics “I can see us twisted in the bed sheet,” “your back beneath the sun/ wishin’ I could write my name on it,” and “remember when I pulled up and said get in the car/ and then canceled my plans just in case you’d call.” It then creates an irony as the lyrics say, “cause you weren’t mine to lose” and “cause you were never mine,” indicating that James was never really hers after all, even though Augustine hoped that they could be more than a fling. Later, Swift wrote the lyrics using symbolism, “Meet me behind the mall,” to tell the listeners that Augustine and James’ relationship was an affair. The lyrics interpret that they avoid the crowd because they don’t want to get caught and want to keep things between them.

The forthcoming track in the sequence is “Betty,” following a story from James’ perspective after the summer love affair, the impact of a rumor that Inez spread, his reflection on his irresponsible action, and his attempt to get back with Betty. This song provides insight into the character’s age from the line, “I’m only seventeen, I don’t know anything.” These support the time of summer school break from the song “August” As stated, the characters are at seventeen and most likely still in school. Later in this song, Swift introduces a character named Inez, who spreads the rumor of James’ illicit affair by stating, “You heard the rumor from Inez.” That rumor sparked a distance between James and Betty’s relationship.

At the beginning of the song, the lyrics show that James admits what he did was wrong and regrets his act from the evidence, “most times, but this time it was true,” referring to the rumor that Inez said, and “the worst thing that I ever did/ was what I did to you.” Later, Taylor Swift also wrote James’ point of view on where it all started. The bridge lyrics say that he did not intend to have an affair with Augustine and that he felt guilty about it. Even though James and Augustine spend their time together during summer, James still thinks about Betty. It confirms the statement from the previous song that James was never truly invented in the relationship between him and Augustine. Therefore, in this song, James prepared a scenario asking for Betty’s apology stated in the song’s chorus. In his defense, he said from the lyrics, “I’m only seventeen, I don’t know anything/ But I know I miss you.” Hence, by the song’s end, the listeners will know that James apologizes to Betty by showing up at her party.

The last song in the trilogy is “Cardigan,” which encapsulates Betty’s reflection on her teenage-year relationship with James and her father. In this song, Betty reminisces how James’ mistake during the summer impacted her feelings. The lyrics “you drew stars around my scars/ but now I’m bleeding” indicate that even though James made her feel loved before, the mistake James made during the summer led Betty to a painful experience in her love life.

When she was young, she thought James would abandon her and their relationship after that incident. Moreover, Swift revealed that Betty's father left her as the lyrics say, "I knew you/ leavin' like a father/ running like a water." Thus shaping how Betty sees love. However, Betty explains that James finally got his way again to return to her. Swift expresses Betty's feelings using a simile in the lyrics from the refrain part, "and when I felt like I was an old cardigan/ under someone's bed/ you put me on and tell me I was your favorite." Betty feels unloved and unworthy, but James makes her feel loved again.

In conclusion, Taylor Swift successfully conveyed how every action we make as a human has a consequence afterward through the teenage love triangle story she made. From the three songs Swift has completed, the listeners will know that James' unintentional action during the summer affects not just his relationship but also hurts the girls' feelings. James' character allegorizes the human desire to get everything all at once and that humans always regret it after they make that mistake. The *Folklore* album proves that music can touch our hearts and capture the human experience.

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English Language History

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A Brief History of the English Language



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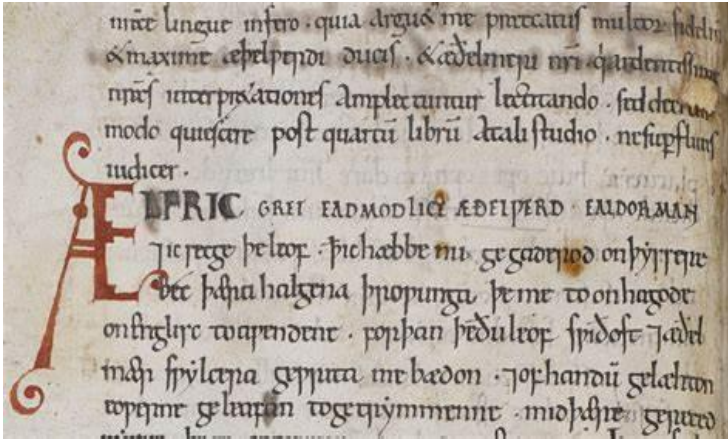
Exploring Language, Culture, and Society

At first glance, it is easy to say that the English language of today is vastly different from the English of the past. But looking more closely, you may be surprised that the English we use today has not changed since the 1500s. Therefore, it's very clear that English has evolved tremendously during its time, and it happened much earlier than we think. English is full of stories written over its long history containing myths, legends, battles, and social statuses. The language itself was born from an island that is now known as England, where the three Germanic tribes, the Jutes, Saxons, and Angles, looking for new lands to conquer, happened to come across an island soon to be called England, located in the northwest of Germany and the Netherlands (Taylor, 1997).

Nevertheless, as Tombs (2014) has said, the enormous amount of recording, interpreting, and narrating the history of the English language has inspired many poems, dramas, artworks, and stories. He also emphasizes the unique circumstance that history itself is in. It's thought as if the history between the British isle itself and the English language is completely irrelevant, according to some historians. However, it's important to note that the purpose of this article is not solely about how England has changed throughout its long and arduous time. Rather, this article will discuss how the English language progressed over time and point out the most defining traits of each period.

Old English

The Old English era was born around the 5th century, when the natives of the British Isles, called the Britons, were driven off by the Germanic tribes. They later headed north and west to places we know as Scotland, Ireland, and Wales. What makes Old English quite distinctive compared to other periods of English, according to Mijwil (2018), is the fact that it made heavy use of inflection in its words. According to Crystal and Potter (1996), adjectives, nouns, pronouns, and verbs were fully inflected. For instance, the word *friendship* has its origins in the old English word *frēonscipe*, whereas the word *festival* has its roots in the old English equivalent *frēols-tīd* (Graddol et al., 1996). This shows how much the new words can be traced back to their elder brethren. With that being said, it has been estimated that roughly 85% of Old English is no longer in use today, even though some parts of Modern English can be traced back to Old English, which contained heavy influences from the Anglo-Saxons. One oddity observed during this period is that many forms of literature come from unknown sources. With that in mind, the three most prominent names recognizable for their works are Cædmon, Aldheim, and Cynewulf. (Cameron, 1982)



Middle English

The age of Middle English began in 1066, when the Normans/French invaded Britain, thus paving the way for the different classes that contributed to the English language and also the emergence of the English words that are derived from Latin, which also marks the demise of the majority of the Anglo-Saxon kingdoms. For instance, the lower class of the Germanics gave us the name of animals that they raised. Whereas the upper class gave us the terms of the meats of the animals, they ate from (Steven, 2013). Not to mention, some of the profanities that we use today originally came from this particular age. Something to note is that this period was quite well-known, with a strong emphasis on syntax. Taylor (2020) explains that syntax is arranging words and phrases to create a series of developed sentences in a language.

What is interesting about this is that due to this unique characteristic, the Latin language has formed the basis for many languages that are in use today, such as French, Romanian, Spanish, Italian, and Portuguese.



Modern English

The English we use today didn't come until the dawn of the 15th century and persisted throughout the Industrial Revolution until the rapid expansion of the British Empire. But, throughout that time, a lot of things have changed. It's because Crystal and Potter (1996) have observed that the introduction of the printing machine and the widespread adoption of new learning methods during the Renaissance marks the beginning of the Modern era of the English language.

However, Leith (1997) has said that the transition to Modern English marks the beginning of the formation of words to describe ideas and thoughts better, specifically designed for the myriad of things humans have come up with during the period and beyond. It also gives us many gifts in the form of many authors, poets, and playwrights synonymous with the later iterations of Modern English, such as William Shakespeare, T.S. Elliot, and John Milton that reflect the kind of literature. (Culpeper, 2015).

Overall, it is safe to say that English has come a long way during the last ten to twenty centuries. It's easy to say that even with the advent of our extensive use of technology, the English that we know today is hardly recognizable compared to the English of the old (Graddol et al., 1996). Even though some words, such as profanities, can and will change over time, Steven (2013) remarks that some might not lose meaning and power. You might be surprised at how some parts of English are similar to other languages, such as German, French, and Italian, to name a few. One of the major causes for this phenomenon is that much of England itself and the decorated story of the English language associated with it, has been dictated by non-natives of the British isles. Much like Australia, it is the invaders who managed to dictate the history books of England and its language, which is a rare thing to happen for a country, let alone a language.

Therefore, all of the changes are significant, all things considered, from a speech that rose during the embers of war of its relentless and often unforgiving conquerors and invaders. So, anyone who thinks that English comes from a highly advanced civilization, those people will be sorely mistaken. (Stenton, 2022)

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The Norman's Profound Impact on the English Language



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Stating that the English and French languages are similar might seem implausible to many people. After all, the two languages are indeed very different. For instance, French employs the concept of grammatical gender, whilst Modern English does not. In French, the word friend is *ami* (masculine) or *amie* (feminine). A similar pattern is also applied in other nouns, i.e., *l'infirmier* (masculine) or *l'infirmière* (feminine) which means nurse and *le coiffeur* (masculine) or *la coiffeuse* (feminine) which means hairdresser (BBC, n.d.) (b). The two languages belong to different language families with English categorized under the West Germanic family (which includes Dutch and German), and French as a Romance language (derived from Latin) alongside Italian, Portuguese, Romanian, and Spanish. So how did the French become a part of English and shape the English we know today?

French was integrated into English through slow and gradual progress over the years. However, there was one defining moment of a sudden influx of French language influence into the English language. That moment was when Duke William of Normandy conquered the Kingdom of England, and it happened in 1066.

The year 1066 was not the best year for the Kingdom of England as it faced a lot of turmoil, and the cause was that the reigning King of England, the last Anglo-Saxon king, Edward the Confessor, had passed away childless. Without a direct heir to the kingdom and coupled with incomplete succession law, a succession crisis was bound to happen, and it did. To make matters worse, throughout his life, Edward did allegedly promise his kingdom to two-person: Earl Harold Godwinson of Wessex (A powerful man in the kingdom, an accomplished general, Edward's right-hand man, and brother-in-law) and Duke William of Normandy (also known as William the Bastard or the Conqueror); William also had a kin relationship with Edward as Edward's mother Emma was William's great-aunt. The other two who had a claim to the kingdom were King Harald Hardrada of Norway (who claimed the kingdom through the legacy of the previous Norway king, Magnus) and Edgar Ætheling (Edward's great nephew and the last Anglo-Saxon prince). Edgar Ætheling was not even considered a candidate by the Witan– the king's council in Anglo-Saxon England – due to his young age and lack of experience. The Witan already had a candidate in their mind, and it was Harold Godwinson, the accomplished general who they believed could lead the kingdom (BBC, n.d.) (a).

On the day of Edward's burial, Harold Godwinson was crowned the King of England by the Witan. In Normandy, William was furious when he heard this turn of events, calling Harold the usurper as he was promised to be the next king by Edward (in 1051). Even Harold (in 1066) had pledged an oath over holy relics stating that William was the next king in line – although Harold presumably pledged only because his family was kept hostage by William (The British Library, n.d.). William sent an envoy to Harold demanding he relinquishes the throne and returns it to him, to which Harold responded no. Furious, William gathered his men and fleet and prepared for an invasion of England. However, before he could invade England, he needed the Pope's approval since in old-time Europe, killing a monarch was generally frowned upon – A monarch was seen as chosen by God. Successful in receiving the Pope's approval, William, too, could not set sail immediately to England as the wind was blowing the wrong way, keeping him in Normandy for two whole months. While William was stuck in Normandy, the northerly wind carried Hardrada and his Viking army to Great Britain. Hardrada landed near the old Viking city of York, defeated a regional army led by the northern earls, and conquered the city. Surprised by the news, Harold Godwinson gathered his men and marched to York at an unprecedented speed.

They reached the city just four days from London and caught the Vikings off guard. The two forces fought in a battle known as the Battle of Stamford Bridge. Harold prevailed and, in the process, slayed Hardrada. With no time to rest, Harold was forced to march down the southern coast as William had just landed near Pevensey. The two forces eventually met on the 14th of October, 1066, and fought in a bloody battle known as the Battle of Hastings. The two forces fought, and as the legend said, an archer from William’s side shot an arrow and hit Harold’s head, killing him and securing victory for William. William marched to London and crowned himself king on the Christmas Day of 1066. In his 21 years of rule, he brought numerous changes to England, and the language changed.

One of the many changes in the English language can be found in a country-wide census record known as the Domesday Book – written by William of Calais, a French lawyer (Baker, 2016). This extensive account was used to record the English population. However, it was also designed to influence the political and legal environment – to be more specific. King William wanted to revoke the lands that Harold had given to his supporters. William of Calais achieved this by manipulating the vernacular. An example of this manipulation is the term *antecessor*, a common word in Old English ecclesiastical law.

Originally, the word meant someone who held the ecclesiastical office before the current clergy – this was the widely accepted meaning and was used in various law codes. However, William of Calais used the term to denote land ownership and changed the definition to one who held land at the moment of Edward the Confessor’s death. This means that, since Duke William of Normandy had a legitimate claim to England, he was the *antecessor*, and every land in England was owned by him, thereby legitimizing his ability to take and give land at his will (Baker, 2016).

The Normans changed the court language from Anglo-Saxon to Anglo-Norman French. This can be seen in how King William rewrote the existing law codes and added them with many French loanwords, slightly altering the legal procedure. An example of the loanword is *portiferan*, meaning mayor – the concept of mayor was unknown to the Anglo-Saxons. By doing this, King William introduced new words and legal positions.

The Normans brought numerous new vocabularies with them. Since they were in power, many power-related words came from Norman, such as government, crown, judge, castle, crown, and throne (derived from *trône*). The Normans also brought more refined words – Normans were considerably more refined than the Anglo-Saxons. Words like amiable, enter, chamber, purchase, blouse, and beautiful came from Norman origin.

The Normans also had a higher socio-economic status, so they had a higher-level skilled trade. Words like painter, tailor, and merchant originated from Norman French. The Normans also introduced many new systems to the Old English language. One of them was the introduction of French suffixes, and as a result, many English words were formed from the combination of Old English words and French suffixes. For example, the word hindrance was a combination of the Old English verb *hinder* and the French suffix *-ance* used to construct nouns. Thus, merging an Old English verb and a French suffix formed a new word. Additionally, English words are occasionally formed entirely from French, as in the word coverage, a combination of the French word *cover* and suffix *-age*.

Since French and Modern English have many dissimilarities, people tend to think the two languages have no connection. However, the two languages have connections due to a pivotal event that occurred a century ago. The conquest of Norman, followed by the coronation of Duke William and the laws he implemented, brought many linguistic changes to the Old English. One of the changes was recorded in the Domesday Book where some Anglo-Saxon law words shifted their meaning. The changes were also occurring at the linguistic level. The introduction of many new vocabularies and suffixes enriched the language even more. Many words found today were formed through the new vocabularies and suffixes.

These influences include a critical stage in the formation of the English lexicon. These changes were the foundation of the English that is being used today.

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Language is a powerful tool that not only facilitates communication but also shapes our understanding of the world and the societies we inhabit. It is through language that we share our thoughts, emotions, and knowledge, enabling us to connect with one another across diverse cultures and backgrounds. In this anthology, aptly titled "Exploring Language, Culture, and Society," we embark on a captivating journey through various essays that delve into the multifaceted aspects of language and its impact on education, the environment, literature, and social dynamics.

The essays in this anthology serve as a testament to the richness and interconnectedness of language, culture, and society. They invite us to explore, question, and appreciate the intricate tapestry that language weaves in our lives. As readers, we are encouraged to contemplate our roles as global citizens, responsible for fostering understanding, empathy, and positive change in the world.