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UNDERGRADUATES' PERCEPTIONS ON THE USE OF FLIPGRID PLATFORM IN SPEAKING CLASSROOM

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ABSTRACT

This study is part of a larger study that investigated the impact of Flipgrid on Nigerian undergraduates' speaking skills and speaking anxiety. Thus, this paper examined the undergraduates' perceptions regarding the integration of Flipgrid into their speaking classroom. The study employed a questionnaire and semi-structured interviews to gather data from 25 third-year participants. Descriptive statistical analysis was employed to analyse the data. The findings of the analysis revealed positive perceptions of the use Flipgrid platform. Participants explained that the platform can foster engagement, increase confidence, and enhance speaking practice outside the classroom. The findings further showed that the platform increased the participants' motivation, and collaborative learning skills, and reduced their speaking anxiety. Finally, the study makes some recommendations for practice and further studies. It is, therefore, recommended that Flipgrid be incorporated into speaking classrooms given its potential benefits in enhancing students' engagement as well as communication skills development. It is also recommended that larger-scale research involving longer treatment durations could be carried out to validate and extend the findings of the present study.

Keywords: FlipGrid Platform; Nigerian Undergraduates; Perceptions, Speaking

INTRODUCTION

Language proficiency and effective communication skills are crucial for academic and professional success. Effective communication and language proficiency are essential skills for academic and professional success (Fakeye & Ogunsiji, 2009). However, many Nigerian undergraduates encounter challenges in developing their speaking abilities (Aliyu et al, 2019). In the context of Nigerian higher education, language education plays a critical role in equipping undergraduates with the necessary communication skills. However, the development of speaking proficiency in a second language is often challenging for students (Krashen, 1982). Specifically, it is observed that many Nigerian undergraduates exhibit symptoms of nervousness and stress whenever they are required to speak English in the presence of their peers, instructors or strangers (Piechurska-Kuciel, 2011; Peng, 2014).

To remedy this deficiency, speaking pedagogy typically involves classroom interactions, group discussions, and speaking assignments. Despite these efforts, students often face challenges such as fear of speaking, lack of self-confidence, and difficulties in articulating their thoughts in a second language. These challenges can result in reduced class participation and hinder students' language learning progress (Ijiomah & Nwajiuba, 2013). To corroborate this assumption, it is further argued that psychological factors such as anxiety, fear of making mistakes, and shyness (Nijat et al. 2019) negatively affect the speaking performance of students. It is also believed that deficiency in speaking performance mostly results from classroom learning and teaching practices (Haidara, 2016; Shin & Yunus, 2021). For that, it is suggested several factors may determine success in second language learning. They include learners' exposure to understandable input, a safe and low-stress learning atmosphere, as well as increased motivation and self-confidence (Krashen, 1982).

With the factors stated above set as a priority, technology has coincidentally transformed educational practices worldwide nowadays. Digital tools offer new opportunities for teaching and learning, and they can be particularly effective in addressing speaking proficiency issues. The integration of technology in language education can provide students

with a platform for regular practice, peer interaction, and immediate feedback (Kukulska-Hulme & Shield, 2008). One such technology is Flipgrid, a video discussion platform that promotes asynchronous communication through video responses to prompts. Engineered in 2014 by Professor Charles Miller (Hammett, 2021), the platform has been adopted by educators in various disciplines to improve students learning (Vander Ark, 2019). It enables video message sharing with classmates, instructors, and probably other learners all over the world (Mango, 2021).

Flipgrid has been widely recognized for its transformative potential in education. It enables students to create video responses, engage in discussions, and provide feedback to peers. The platform's user-friendly interface and asynchronous nature make it an appealing tool for language learning (Cavus & Ibrahim, 2009). More so, research has proven that Flipgrid can be very effective as a learning tool found to have a positive effect on reducing stress and anxiety, most especially, in speaking performance classes (McLain, 2018; Tuyet & Khang, 2020). The platform is reported to be an efficient and applicable educational instrument believed to advance both communication and engagement in a video-based classroom delivery (Holbeck & Hartman, 2018). While Flipgrid has been utilized in various educational contexts, its application in Nigerian language education and its potential to transform speaking pedagogy has yet to be extensively studied.

It is assumed that “asynchronous video-based” interactions have come to address some of the limitations of “asynchronous text-based” interactions. However, some scholars believe that more research needs to be done on the deployment of video-based platforms in delivering online courses, most especially, Flipgrid (Lowenthal & Moore, 2020, p. 28). In the face of this submission, there appears to be a considerable amount of recent scholarly research investigating the adoption of video-based platforms, particularly Flipgrid, in different aspects of online course delivery (see Stoszkowski, 2018; Edwards & Lane, 2021; Lai et al., 2021; Hammett, 2021; Amirulloh et al. 2021). For example, using a mixed-methods approach and an exploratory design, Keiper et al. (2020) investigated student perception of Flipgrid in HyFlex (hybrid flexible) delivered courses for selected undergraduate and graduate business classes. Out of 227 students who registered in 10 classes, 163 (71.81%) willingly responded to the questionnaire. Results from the study found that students perceive Flipgrid to be beneficial, most especially, in HyFlex learning environments. Most comments on Flipgrid by the participants were mostly connected to the notion of ‘community creation and engagement’ (Johnson & Skarphol, 2018), which crucially provides the theoretical underpinning for Keiper et al.’s (2020) empirical work within the context of Situation Cognition Theory (Kirshner & Whitson, 1997). In the same vein, corroborating Keiper et al.’s (2020) findings, Delmas and Moore (2019) reported in their study that deploying Flipgrid into undergraduate and graduate classes gave the students a stronger sense of belonging and connection to their community.

In a related study to Keiper et al. (2020), Lowenthal and Moore (2020) deployed a cross-sectional survey design to examine students’ perceptions of incorporating Flipgrid into three full-time online graduate programmes. The majority of the participants in this study are “full-time educators or instructional designers”. The study combined a mixed-methods approach with an exploratory design as well. Working with 79 out of the 82 students enrolled in the courses, the rate of participants’ responses reached 96%. Findings suggest that the participants perceive Flipgrid to be user-friendly as they enjoy using it. Participants also indicated that Flipgrid helped them to become acquainted with their coursemates in an effective way (p. 31). Similarly, Edwards and Lane’s (2021) study suggested that students enjoyed using Flipgrid to interact with coursemates and learn more about them. Though not all participants in both Keiper et al.’s (2020) and Edwards and Lane’s (2021) studies admitted to having enjoyed the Flipgrid tasks or actively interacted with peers through it, the platform remains a viable option for online video-based class delivery as well as beneficial in providing virtual

collaborative environments for students (see Lai et al. 2021). On a different educational level, Shin and Yunus (2021) examined the attitudes of primary 4 pupils towards using Flipgrid in English speaking skills classes. As is the case with so many related research, the study is mixed-methods in approach and exploratory by design. Findings revealed a high positive attitude in the pupils towards the use of Flipgrid for learning English speaking skills. The study also found that Flipgrid improves confidence and reduces speaking anxiety in the pupils under study.

In another study, Mango (2021) used 30 students, who registered for Arabic as a World Language (AWL) class, to investigate their perceptions of its advantages and disadvantages in the AWL classroom. About 53% of the respondents in Mango's study admitted that Flipgrid has assisted them in terms of their listening and speaking skills development. It has boosted their confidence and accorded more vigour to speak publicly. Some of the advantages highlighted by the participants, as reported by the study, include the provision of a stress-free environment for speaking and listening as well as the leverage to track personal language progress. On the other end, a few numbers of participants observed what they believed to be some of the disadvantages of Flipgrid. Among the entire population, 27% pointed at "lack of immediate feedback as a disadvantage". Another 14% voiced their discomfort with speaking in public. Around 9% found assignments on Flipgrid "tedious", while 14% cited logistics, forgetting assignments and other technical problems (pp. 283-4).

This research proposal acknowledges the need to address the challenges of speaking proficiency and speaking pedagogy in Nigerian universities. The integration of Flipgrid offers an innovative approach to transform language education and enhance speaking skills. By exploring Flipgrid's impact on students' speaking proficiency and gathering their perspectives on its use, this study aims to provide insights that can improve language education for Nigerian undergraduates. Previous research has focused on the efficacy of Flipgrid in teaching and learning speaking skills (Amirulloh et al. 2021; Keiper et al., 2020; Edwards & Lane, 2021; Shin & Yunus, 2021; Mango, 2021) but little is known about the perception of Nigerian undergraduates on the use of Flipgrid in speaking classrooms. Therefore, this present study is set to investigate the perceptions of Nigerian undergraduates on the use of Flipgrid in speaking performance classrooms. The research question and the methodology of the study are presented in the following segments.

Research Question

The study is set to answer the following research question:

What are the students' perceptions of the use of the Flipgrid platform in the speaking classroom?

METHODOLOGY

The study adopts a cross-sectional survey research design which allows the researchers to collect data from the respondents at one point in time (Creswell, 2012). The study is part of the larger study that examined the impact of FlipGrid on Nigerian undergraduates' speaking skills and in reducing speaking anxiety. The intervention was administered for 12 weeks. FlipGrid was integrated into an English classroom, which allowed the participants to create video responses to prompts, engage in speaking assignments, and receive feedback from peers and instructors.

The participants made the videos asynchronously in their comfort zones and then shared them on the platform. This gave them more opportunities to practice over and over and correct themselves before sharing with the teachers and other students. After each presentation, both the teacher who is also the researcher and the participants created video feedback for the individual presentations. Debriefing sessions were then conducted in the class with the teacher who is also the researcher to provide further feedback on video creation and address any additional challenges faced by the participants.

Respondents of the Study

The respondents of the study are 25 third-year undergraduates in a public university in north-eastern Nigeria who were registered for the optional course in which the study was conducted. They comprise both males and females aged between 21 and 28 years. The respondents largely had no prior experience with online learning, as it is not fully adopted in the university. For most of them, this was their first time using Flipgrid.

Instrument for Data Collection

The study employed two instruments for data collection: a questionnaire and semi-structured interviews. The questionnaire was adopted from Tuyet and Khang (2020) to gather respondents' perceptions of the use of Flipgrid in the speaking classroom. The instrument has been widely used by other researchers and has been proven valid, with reported Cronbach's alpha coefficients above 0.80, indicating strong internal consistency. In addition, the questionnaire was piloted with a small group of students prior to the main study, and necessary adjustments were made to ensure clarity and reliability. The semi-structured interviews were further conducted to gain deeper insights into respondents' experiences with the use of Flipgrid in the speaking classroom.

RESULT AND DISCUSSION

RESULT

Participants Perceptions of the Use of Flipgrid

To answer the research question of the study: "what is the respondents' perception of the use of Flipgrid platform in speaking classroom?", a descriptive statistical analysis was conducted and the results of the analysis show most of the items of the questionnaire have the mean scores of 3.0 and above on a scale of 5.0, suggesting generally positive perceptions of Flipgrid. This revealed that most of the participants agreed with all the items of the questionnaire.

For example, Item 4 has the highest mean score ($M=4.15$ $SD=.57$), which shows that most of the participants believe that they are less frightened about making mistakes when learning English through the use of Flipgrid. This is followed by item 1 with the mean score ($M= 4.04$ $SD=.43$) revealing that the majority of the participants believe that practising English speaking using Flipgrid has helped to increase their cooperation and communication with their classmates. The participants also hope Flipgrid will enable them to study English speaking more efficiently as indicated by item 17 with the mean score ($M= 4.03$ $SD=.34$). They believe that they will continue using Flipgrid for English-speaking learning in the future as shown by item 18 with the mean score ($M= 3.99$, $SD=.37$). A closer look at the patterns reveals that confidence-related items scored highest. For instance, the strongest agreement was recorded for the statement that students felt "less frightened about making mistakes when learning English through Flipgrid" ($M = 4.15$, $SD = .57$). This suggests that Flipgrid lowered anxiety, echoing findings in the literature that digital platforms can reduce affective barriers in speaking. In contrast, items linked to collaboration and communication also scored highly (e.g., "Flipgrid increased cooperation and communication with classmates," $M = 4.04$, $SD = .43$), showing that participants valued the social and interactive features of the platform. Similarly, items relating to future learning intentions and perceived efficiency ($M = 4.03-3.99$) indicate that students not only recognized immediate benefits but also expressed willingness to continue using Flipgrid as a long-term learning tool. Overall, the data suggest that while all dimensions of perception were positively rated, confidence-building benefits appeared stronger than fluency-related gains. This pattern highlights that Flipgrid may be especially effective in reducing anxiety and enhancing a supportive learning environment, even if gains in fluency and efficiency were perceived more moderately. Following Mokhtari and Sheorey's (2002) scale,

participants' responses can thus be interpreted as reflecting moderate-to-high positive perceptions of Flipgrid as a tool to enhance their English-speaking proficiency. The details of the descriptive statistical analysis are presented in Table 1 below.

Table 1: Perceptions of the Use of Flipgrid

S/N	Items	M	SD
1	I believe that practising English speaking using Flipgrid has helped increase my cooperation and communication with my classmates.	4.04	0.43
2	I believe that Flipgrid makes me autonomous in English-speaking practices.	3.89	0.35
3	I believe that learning English speaking will be effective with the use of Flipgrid.	3.61	0.55
4	I am less frightened about making mistakes when learning English speaking through the use of Flipgrid.	4.15	0.56
5	I consider Flipgrid a great English learning tool.	3.98	0.54
6	I feel comfortable practising speaking English through the use of Flipgrid.	3.85	0.60
7	I believe that Flipgrid has helped me reduce my nervousness in learning English speaking.	3.87	0.68
8	I believe that the use of Flipgrid has helped me become self-confident in my speaking performance.	3.91	0.58
9	I am responsible for my English learning when using Flipgrid.	3.89	0.57
10	I believe that Flipgrid has helped me speak English more fluently.	3.96	0.66
11	I believe that Flipgrid has helped me better improve my pronunciation.	3.89	0.58
12	I believe that practising English speaking using Flipgrid has helped me better communicate with my teachers.	3.86	0.59
13	I believe that practising English speaking using Flipgrid has helped me recognize mistakes.	3.83	0.55
14	Learning using Flipgrid encouraged me to practice speaking in English.	3.85	0.56
15	I would like to study English speaking without the use of Flipgrid.	3.72	0.65
16	I hope Flipgrid is used more frequently to make English-speaking learning more fun.	3.87	0.55
17	I hope Flipgrid will enable me to study English speaking more efficiently.	4.02	0.34
18	I think I will continue using Flipgrid for English-speaking learning in the future.	3.99	0.37

To support the findings of the questionnaire, the semi-structured interviews were conducted and the findings also reveal the participants' positive perceptions of the use of Flipgrid to improve their speaking skills. Based on the findings, the Flipgrid platform enabled the participants to overcome speaking anxiety, and increase their fluency, and vocabulary among other things. However, the findings also reveal some challenges the participants faced while using the Flipgrid platform. The themes obtained from the semi-structured interviews are presented in the following subsections.

Reducing Speaking Anxiety and Increasing Fluency

From the responses to the interviews, the participants expressed a shared struggle with speaking anxiety in traditional English classrooms. However, the introduction of Flipgrid, provided a supportive environment for them to overcome their speaking anxiety and increase their confidence to speak English in public and their fluency. For example, a participant explained that before using the Flipgrid platform, he always felt nervous during in-class discussions. However, after using the platform, his confidence increased.

I always felt nervous during in-class discussions, but with Flipgrid, I could practice until I felt confident. (Participant 8)

According to most of the participants, the Flipgrid helped to increase their confidence and reduce their anxiety mostly because they had to practice over and over in private before sharing their videos with other class members and the teacher. For example, a participant

explained that Flipgrid allowed him to practice many times and speak in English without feeling like everyone was watching him.

Flipgrid allows me to practice my videos many times and speak in English without the fear that everyone is watching me or waiting to hear what I will say. (Participant 6)

A participant explained that Flipgrid helped to increase his fluency because he could revise his videos and correct his mistakes before submitting the final one. He considered that as having a language tutor giving you feedback, but you are the one in control, deciding where to improve.

It improved my fluency because I could go over my recordings and see where I hesitated. It's like having a language tutor giving you feedback, but you're the one in control, deciding where to improve. (Participant 3)

Another participant also explained that the more she used Flipgrid, the more fluent she became. This enabled her to not just increase their speaking speed but also help her to get the rhythm and flow of English right.

The more I used Flipgrid, the more fluent I became. It's not just about speaking; it's about getting the rhythm and flow of English right. (Participant 2)

This theme reflects the positive impact of Flipgrid in building participants' confidence and fluency and alleviating the anxiety associated with speaking English as a second language as explained by the participants.

FlipGrid Motivates Speaking

The findings of the interviews demonstrate that the subjects provided for the videos are pertinent to the culture and real-life encounters of the participants. Furthermore, the platform facilitated the opportunity for them to rehearse and review their videos before presenting them to their peers for evaluation. These factors catalyze encouraging the learners to acquire English language proficiency. The pertinence of the topics not only stimulates active involvement in speaking activities among students but also enhances their comprehension of language usage in practical scenarios. One participant, for example, elucidated that the success of Flipgrid relies in the relevance of the topics to our daily lives. This aspect rendered discussions more captivating and significant. The emphasis was not solely on the English language; rather, it encompassed the articulation of our perspectives on current events.

What I liked most about Flipgrid was that the topics were relevant to our lives. It made speaking about them more engaging and meaningful. It wasn't just about English; it was about expressing our thoughts on things happening around us. (Participant 7)

One of the participants elaborated on how the pertinence of the subject matter to their everyday experiences facilitated a seamless and organic conversation. Such a connection is identified as the primary driving force for him.

For me, the relevance of the topic to our real lives is what I liked most about Flipgrid. It made discussion easy and natural. (Participant 9)

The participant further elucidated that engaging in discussions on relevant subjects enhanced the enjoyment derived from utilizing Flipgrid. To him, the focus was not solely on the English language but rather on articulating personal perspectives on current events.

Discussing topics that matter to us made Flipgrid enjoyable. It was not just about English; it was about expressing our thoughts on things happening around us. (Participant 14)

One participant's perspective suggests that engaging in discussions on genuine subjects about the personal experiences or cultural background of the participants constitutes the most captivating aspect of utilizing Flipgrid. Such interactions catalyze enhancing self-expression.

Talking about real topics, talking about things that are related to myself or my culture is the most interesting part of the programme. It motivated me to express myself better. (Participant 12)

The theme underscores the importance of meaningful content in the process of language acquisition, as evidenced by the increased motivation displayed by participants when engaging in discussions related to personal and societal issues. Furthermore, it indicates that the significance of the discussed topics was pivotal in inspiring students to expand their lexicon, underscoring the correlation between meaningful content and linguistic development.

Challenges of Using Flipgrid in a Speaking Classroom

The utilization of Flipgrid in English-speaking classrooms presents various challenges, as highlighted by the responses gathered from interviews. These challenges encompass technical obstacles, time limitations, and connectivity issues experienced by students. One participant cited internet connectivity as a major concern, noting instances where video uploads took an extended period, leading to potential missed deadlines. The lack of control over such issues was deemed particularly vexing by this individual.

The only issue I had was the internet. Sometimes it took forever to upload my video, and I missed deadlines. It's frustrating because it's not something I can control. (Participant 5)

It was clarified by another participant that not all phones have high-quality cameras. Because his videos were not as clear as others, he occasionally felt excluded. He seemed to be trying, but the instruments were impeding him.

Not everyone has a good camera on their phone. I felt left out sometimes because my videos weren't as clear as others. It's like, I'm trying, but the tools are holding me back. (Participant 13)

Students frequently highlighted technological difficulties as a barrier with the Flipgrid platform, despite its advantages. Navigating the Flipgrid platform proved to be challenging for several students, particularly in the early stages of its adoption. Sometimes, students became frustrated due to problems with connectivity or because they were not comfortable with the user interface. One participant, for example, said that the platform was a little perplexing at first. He struggled to utilize it, and occasionally his recording would not go through because of internet problems. It was a little annoying.

At first, the platform was a bit confusing. I had trouble figuring out how to use it, and there were times when my recording failed due to internet issues. It was a bit frustrating." (Participant 15)

Time limits were mentioned by the pupils as another difficulty. Some students found it difficult to continuously use Flipgrid because they juggled extracurricular activities, academic obligations, and other duties. This was especially true for people who had challenging schoolwork and busy schedules. One participant, for example, mentioned how difficult it was for him to find time for Flipgrid. He continued by saying that they were overburdened with homework and classes. He occasionally wished they had more time flexibility when filming their films.

Finding time for Flipgrid was tough. We have a lot on our plates with classes and assignments. Sometimes, I wished there was more flexibility in when we could record. (Participant 11)

For educators and platform developers to improve the overall efficacy of technology integration in language learning, they must acknowledge these obstacles. Ensuring a diverse choice of topics that appeal to students varying interests, addressing technical concerns, and offering flexible recording times could all help to provide a more seamless and inclusive experience on the Flipgrid platform.

DISCUSSION

The findings of the current study suggest that Nigerian undergraduates demonstrate less anxiety over making possible mistakes during their spoken language exercises when utilising Flipgrid. Participants have indicated that engaging in speaking exercises on this platform has facilitated enhanced collaboration and communication among peers. Also, the findings of the present study are in concordance with a good number of previous studies. The vast majority of participants have indicated positive attitudes and perceptions toward the adoption of the Flipgrid platform in a variety of undergraduate and graduate course delivery. The findings also revealed the emergence of several themes generated from the semi-structured interviews conducted during the data collection for this study. These findings align with previous research that underscores the accessible, community-enhancing, and motivational properties of Flipgrid (Keiper et al., 2020; Delmas & Moore, 2019; Lowenthal & Moore, 2020; Edwards & Lane, 2021; Shin & Yunus, 2021).

A deeper consideration, however, points to cultural and contextual dynamics that may explain why Flipgrid is particularly effective in reducing anxiety among Nigerian students. In many Nigerian classrooms, public speaking in English carries high social stakes, as fluency in English is strongly associated with prestige and academic success. This cultural context heightens learners' fear of public embarrassment when making mistakes in real-time classroom interactions. Flipgrid, by enabling asynchronous video submissions, introduces a protective buffer: students can record privately, review, and re-record before sharing. This design feature mitigates the immediacy of peer evaluation, thereby reducing the risk of "face loss" in public which is particularly a significant factor in collectivist cultures where reputation and social perception are central. Moreover, the psychological distance created by speaking into a device rather than to a live audience may explain why participants reported feeling less pressured and more willing to take risks in speaking. Thus, the reduction in anxiety may not only be technological in nature but also deeply rooted in the interaction between cultural expectations, learner identity, and platform affordances.

At the same time, it is important to balance these affirmative outcomes with recognition of the challenges that emerged. While many participants endorsed Flipgrid positively, several constraints remain. First, technical and infrastructural challenges such as unstable internet connectivity, irregular electricity supply, and the high cost of mobile data, pose barriers to equitable access. Students from rural areas or lower socio-economic backgrounds are especially disadvantaged, raising concerns about a widening digital divide in Nigerian higher education (Hammett, 2021; Mango, 2021). Second, the time demands of recording and reviewing multiple video submissions can be burdensome, particularly in large classes where instructors must monitor dozens of entries. This issue highlights a tension between the pedagogical promise of learner-centered engagement and the practical workload for both students and teachers. Finally, digital literacy gaps may also affect the extent to which students can fully exploit the platform's features, with some learners requiring additional guidance and support.

Finally, the findings provide evidence that Flipgrid can reduce speaking anxiety, enhance collaboration, and encourage positive learner attitudes. However, its effectiveness must be understood within the cultural context of Nigerian education and considered against practical limitations. This study thus strengthens the need for critical balance: while digital platforms like Flipgrid hold promise for transforming oral communication pedagogy, their adoption requires careful attention to infrastructural realities, socio-economic inequalities, and pedagogical workload. Future research should therefore explore not only the conditions under which Flipgrid's affordances are most beneficial but also strategies to mitigate challenges such as digital exclusion, time constraints, and uneven access to resources.

CONCLUSION

This study investigated Nigerian undergraduates' perceptions of using Flipgrid, a video-based platform, in their speaking classroom. The findings of the study revealed a predominant positive perception among the participants regarding the use of FlipGrid in the speaking classroom. The platform was well-received, with the participants expressing favourable views on its impact on engagement and communication skills. The findings suggest that Flipgrid is a valuable tool for enhancing speaking skills for Nigerian undergraduates. It provides the participants with diverse learning styles, promotes active participation, and fosters a more relaxed and supportive environment for language development. The study has some limitations which may impact the generalizability of the findings. These include a small number of participants, the absence of a pure experimental design, and the relatively short treatment period. Despite the limitations, the study contributes meaningfully for both practitioners and researchers. Educators can incorporate FlipGrid into speaking classrooms, considering its potential benefits for student engagement and communication skill development. Researchers can conduct further research on a larger scale and longer treatment duration to validate and extend the current findings. Finally, policymakers can also benefit from the study by considering the positive impact of technology integration in shaping language education strategies.

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PROMOTING COLLABORATION AS CHARACTER EDUCATION VALUE THROUGH DIGITAL STORYTELLING IN ENGLISH TEACHING FOR YOUNG LEARNERS

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ABSTRACT

Collaboration is an essential character education value that supports meaningful learning in English as a Foreign Language classrooms for young learners, yet it is often insufficiently integrated into instructional practices. This study examines how digital storytelling is used to promote collaboration as a character education value in English teaching for young learners. A systematic literature review was conducted by analyzing eighteen relevant studies published between 2020 and 2025. The study followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure a transparent, systematic, and replicable review process. The findings reveal that digital storytelling is commonly implemented as a collaborative and project-based learning activity that integrates language learning with social interaction through multimodal resources. Collaboration is fostered through small-group work, role distribution, joint planning, peer feedback, and shared problem-solving throughout the storytelling process. Digital storytelling activities are generally designed using structured instructional stages, with teachers acting as facilitators and learners functioning as active participants and co-creators. The study concludes that digital storytelling effectively supports the development of collaboration as a character education value while also enhancing young learners' engagement and English language learning. These findings highlight the potential of digital storytelling as an instructional approach that integrates language development and character education in English as a Foreign Language classrooms for young learners.

Keywords: digital storytelling, collaboration, character education, English for young learners, English as a Foreign Language

INTRODUCTION

In English as a Foreign Language (EFL) learning, collaboration is essential not only as a social skill but also as a foundation for meaningful language development (Haryadi, 2024). Language learning develops through interaction and social use of language (García Mayo & Lázaro Ibarrola, 2015). Accordingly, learners' ability to work together, exchange ideas, and construct shared understanding is central to successful language learning (Meilasari et al., 2023; Andriyani & Anam, 2022). For young learners, collaboration is particularly important because language is acquired primarily through concrete, participatory, and experience-based social activities (Ahinty, 2015; Ahmadian, 2017). In line with Indonesia's educational policy, particularly the Profil Pelajar Pancasila, collaboration is positioned as a core character value that should be integrated into classroom practices, including English language learning. In the context of English language learning, the teaching of 21st-century skills, particularly the 4C skills, requires instructional approaches that emphasize experiential learning and relevance to students' real-life contexts (Utami & Widiastuti, 2025). Teachers play a key role in facilitating the development of 21st-century skills (Padmadewi et al., 2020; Margareta & Savitri, 2023). Despite its importance, collaboration is often not optimally integrated into EFL classroom practices for young learners. English instruction still tends to emphasize individual tasks, mechanical drills, and isolated linguistic targets. This creates a gap between interaction-oriented learning goals and teacher-centered classroom practices (Fauzi, 2022; Taddese et al., 2025; Umam & Kristiyantini, 2025). This condition highlights the need for pedagogical approaches that can simultaneously support language learning and collaborative values in ways that align with young learners' characteristics.

To better understand its role in EFL learning, collaboration can be viewed from a theoretical perspective as both a pedagogical strategy and a character education value. Within this perspective, collaboration facilitates meaningful language use through interaction, shared problem-solving, and knowledge co-construction. Through collaborative activities, learners are engaged in authentic language use to communicate, solve problems, and co-construct understanding. At the same time, collaboration represents an essential component of character education, as it fosters values such as responsibility, mutual respect, cooperation, and empathy. In this sense, collaboration is not only a means of facilitating language learning but also an educational goal that contributes to learners' personal and social development. Therefore, integrating collaboration into EFL instruction allows teachers to simultaneously promote linguistic competence and character formation in young learners.

Recent advances in educational technology have created opportunities. One increasingly adopted approach in EFL instruction for young learners is digital storytelling, which integrates narrative with digital elements such as images, audio, animation, and text (Miller & Pennycuff, 2008). Digital storytelling creates a multimodal and engaging learning environment that enhances learner involvement (Ginting et al., 2024). When implemented through group work, digital storytelling is inherently collaborative, requiring shared planning, role distribution, collective decision-making, and joint story construction. These processes encourage communication, negotiation of meaning, and shared responsibility among learners (Robin, 2008; Lambert, 2013; Sadik, 2017), positioning digital storytelling as a potential bridge between language learning and character education. Despite its pedagogical potential, studies on digital storytelling in young learners' EFL contexts have mainly focused on language outcomes, creativity, and learning motivation. Research in English language teaching has emphasized teachers' creativity in instructional practices, giving less attention to collaborative learning processes (Artini & Padmadewi, 2021). Similarly, digital storytelling studies often highlight gains in learners' motivation and creativity, while treating collaboration as a secondary outcome (Setiyorini, 2025). As a result, findings on collaboration remain fragmented, with limited synthesis on how collaboration is explicitly integrated, operationalized, and supported through instructional design in digital storytelling for young learners. This gap highlights the need for a systematic literature review that provides a more comprehensive and analytical synthesis of how collaboration is conceptualized, enacted, and supported through digital storytelling in EFL contexts for young learners.

Based on this background, this study analyzes and synthesizes research on the use of digital storytelling in English teaching for young learners, focusing on collaboration as a character education value. It examines how digital storytelling promotes collaboration in EFL contexts, identifies the forms of collaboration that emerge during these activities, and analyzes how such activities are designed and implemented to support collaborative development in English language learning. Based on these aims, the present study is guided by the following research questions:

1. How is digital storytelling used to promote collaboration in EFL contexts for young learners?
2. What forms of collaboration emerge during digital storytelling activities?
3. How are digital storytelling activities designed and implemented to support the development of collaboration in EFL learning?

METHODOLOGY

This study employed a Systematic Literature Review (SLR) to identify, evaluate, and synthesize research on the use of digital storytelling in promoting collaboration as a character education value in English teaching for young learners. The review followed a systematic and transparent procedure using the PRISMA (Preferred Reporting Items for Systematic Reviews

and Meta-Analyses) framework. Literature searches were conducted across three academic databases: Google Scholar, ERIC, and Semantic Scholar. The search used combinations of key terms related to the research focus, including (“digital storytelling” AND “EFL”) AND (“collaboration” OR “character education”) AND (“young learners”), along with relevant keyword variations. The search was limited to studies published between 2020 and 2025 to ensure relevance to current EFL practices. A total of 280 records were identified (150 from Google Scholar, 70 from ERIC, and 60 from Semantic Scholar).

Following the PRISMA procedure, 87 duplicate records were removed, leaving 193 unique records. Initial screening based on titles and abstracts excluded 122 studies that did not meet the inclusion criteria. The remaining 71 records were assessed for full-text availability, resulting in 40 accessible studies. During the eligibility stage, 22 studies were excluded due to lack of focus on collaboration, non-EFL contexts, or irrelevant participant groups. Ultimately, 18 studies met all inclusion criteria and were included in the final synthesis. Although the inclusion criteria focused on primary-level young learners, several studies involving adjacent populations (e.g., upper primary, secondary students, or pre-service teachers working with young learners) were retained due to their relevance to digital storytelling design and collaborative practices in young learner contexts. The study selection process is presented in Figure 1, and the characteristics of the included studies are summarized in Table 1.

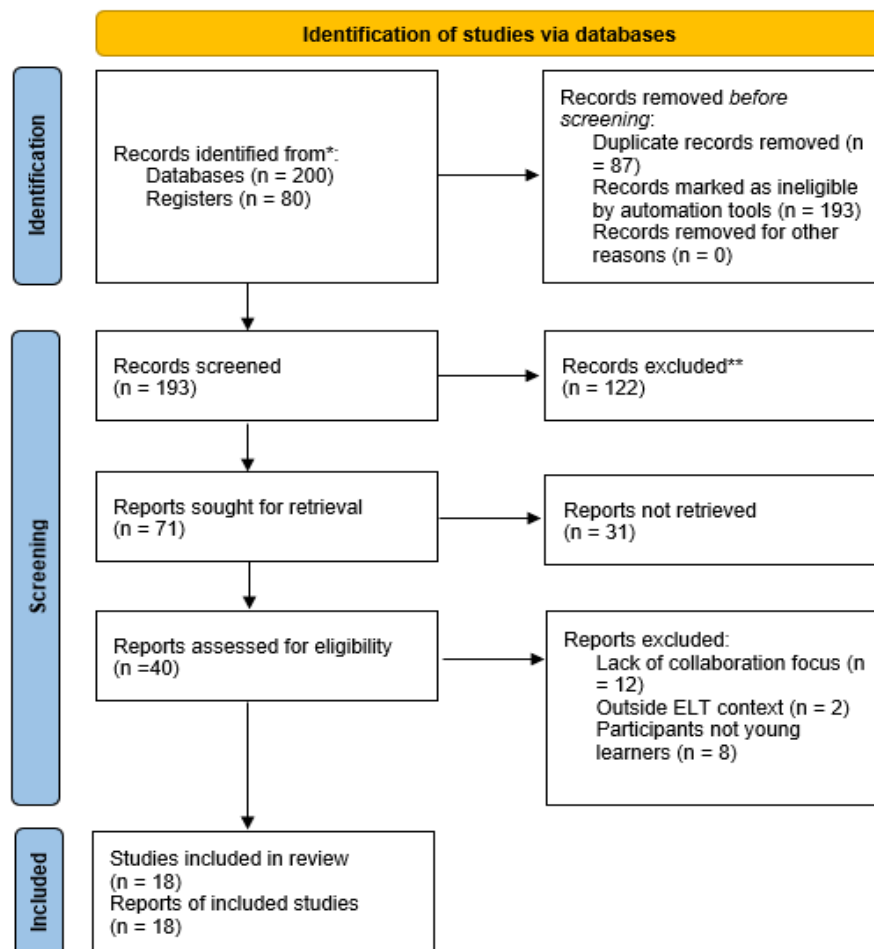


Figure 1. The Prisma Flow Chart

Articles were included in this review if they examined the use of digital storytelling in EFL contexts, addressed collaboration or character-related values, involved young learners at the primary level, were published between 2020 and 2025, and had accessible full texts. Studies

were excluded if they did not involve digital storytelling, did not focus on collaboration or character education, targeted secondary, tertiary, or adult learners, were published outside the selected time frame, or were not available in full-text form. These inclusion and exclusion criteria guided each stage of the PRISMA process, ensuring that only relevant and methodologically appropriate studies were retained for final analysis.

Table 1. Criteria Table

Inclusion	Exclusion
Digital storytelling in EFL contexts	No digital storytelling component
Focus on collaboration or character values	No collaboration or character focus
Young learners (primary level)	Secondary, tertiary, or adult learners
Empirical or review journal articles	Non-research or non-academic sources
Published 2020–2025	Published outside time range
Full-text accessible	Full text unavailable

Table 2. The Overview of Related Study

No	Author (Year)	Context	DST Use	Collaboration	Design
1	Guedes et al. (2025)	Primary EFL	Multimodal storytelling for engagement and oral skills	Small-group work, idea sharing, peer support	Teacher modeling, guided planning, collaborative production, sharing
2	Chi et al. (2025)	SLR EFL/ESL including YL	Multimodal pedagogical approach	Peer scripting, feedback, reflection	Five-phase digital storytelling model
3	Putri et al. (2025)	Upper primary EFL	Project-based storytelling	Role sharing, problem-solving, peer support	Planning, production, presentation, reflection
4	Harashchuk (2025)	Primary EFL	Multimodal storytelling for comprehension and engagement	Peer discussion, shared meaning-making, guided role-play	Pre-storytelling, storytelling, post-storytelling
5	Yu & Wang (2025)	Pre-service EFL teachers and Grades 3–6	Project-based multimodal storytelling	Pair and group work, role distribution, peer feedback	Training, collaborative production, classroom implementation, reflection
6	Karakas & Sarıçoban (2024)	Grade 4 primary EFL Turkey	Student-created digital stories	Small-group work, shared responsibility, joint decision-making	Pre-storytelling, storytelling, post-storytelling
7	Yazid et al. (2023)	Grade 10 secondary EFL Indonesia	Digital storytelling for interaction and engagement	Group discussion, idea negotiation, shared construction	Topic selection, collaborative production, presentation

8	Mardiana et al. (2023)	Primary EFL Indonesia	Literacy-based digital storytelling	Cooperative group work, shared story development, peer interaction	Guided storytelling, collaborative production, reflection
9	Kristiawan et al. (2022)	Young EFL learners Indonesia	Learner-generated storytelling for vocabulary and motivation	Pair and group work, shared planning, peer feedback	Planning, production, presentation
10	Kristiawan et al. (2022)	EFL/ESL learners	Task-based digital storytelling	Pair and small-group work, negotiation, peer scaffolding	Topic selection, scripting, production, sharing
11	Diblas (2022)	Primary EFL	Multimodal storytelling for engagement	Group storytelling, idea sharing, peer support	Guided storytelling, collaborative production
12	Aldbashi (2021)	Grade 5 primary EFL	Teacher-led digital storytelling	Class discussion, idea exchange	Story delivery, class discussion
13	Zarifsanaiey et al. (2022)	Female elementary learners	Digital storytelling for socio-emotional learning	Group discussion, emotional sharing, reflection	Digital storytelling, guided discussion
14	Uslu & Uslu (2021)	Grade 4 primary EFL Turkey	Collaborative storytelling using digital tools	Group work, role allocation, joint media creation	Planning, scripting, production, narration, sharing
15	Imama (2023)	Grade 4 EFL	Project-based digital storytelling	Idea sharing, role division, joint story creation	Group project, collaborative producti
16	Choo et al. (2020)	Conceptual ESL/EFL	Digital storytelling framed as a multimodal pedagogical evolution of oral storytelling	Collaboration through discussion, shared interpretation, and feedback	Conceptual comparison of oral and digital storytelling processes
17	Smeda et al. (2014)	Primary literacy (Grades 4–6)	Multimodal storytelling for literacy learning	Group planning, role allocation, peer negotiation	Planning, production, editing, presentatio
18	Huda et al. (2022)	Primary EFL Indonesia	Student-generated digital storytelling	Small-group work, joint story creation, peer support	Brainstorming, production, presentation

RESULTS AND DISCUSSION

The synthesis of the reviewed studies shows that digital storytelling (DST) is widely implemented as a collaborative, project-based, and multimodal pedagogical approach in English teaching for young learners in EFL contexts. DST functions not only as a medium for language instruction but also as an instructional strategy that embeds collaboration as a

character education value. Most studies report that learners engage in group-based digital story creation involving joint planning, narrative development, and digital production. Through these shared processes, collaboration is developed experientially rather than taught explicitly, allowing learners to practice cooperation, shared responsibility, and peer support in authentic learning contexts. DST also creates a meaningful and participatory learning environment that encourages interaction, negotiation of meaning, and positive social relationships, positioning collaboration as a value emerging from social practice.

Collaboration within DST activities is consistently structured yet varied in form. The most common arrangement involves small-group or pair work designed to promote intensive interaction and active participation. Many studies highlight role-based collaboration, where learners assume responsibilities such as script writer, illustrator, narrator, editor, or presenter. This role distribution supports accountability, interdependence, and respect for individual contributions. Collaboration is further evident in joint decision-making, collective problem-solving, peer feedback, and social support when learners encounter linguistic or technical challenges. Some studies also report extended collaboration through whole-class discussions and group reflections following story presentations, reinforcing communication skills, empathy, and interpersonal awareness.

The reviewed studies further indicate that effective collaboration in DST is supported by structured instructional designs and intentional implementation. DST activities commonly follow systematic stages, such as pre-storytelling, storytelling, and post-storytelling, or equivalent phases of planning, production, and presentation. During the initial stage, teachers introduce learning objectives, storytelling elements, and expectations for collaborative work. The production stage represents the core of collaborative engagement, requiring learners to coordinate ideas, manage digital tools, and produce a shared digital story. Teachers generally assume the role of facilitators and providers of scaffolding, offering linguistic, technical, and social support without dominating the learning process. Reflection and presentation stages further reinforce collaboration by encouraging learners to evaluate both group processes and outcomes. Overall, these findings demonstrate that when digital storytelling is intentionally designed as a learner-centered and project-based activity, it effectively supports English language development while simultaneously fostering collaboration as a character education value among young learners in EFL classrooms.

A closer examination of the reviewed studies reveals that the effectiveness of collaboration in digital storytelling is influenced by variations in instructional design and group structure. Studies that employed clearly structured stages, such as planning, production, and presentation, tended to facilitate more consistent and meaningful collaboration compared to less structured implementations. In these structured settings, learners were better able to coordinate tasks, manage responsibilities, and engage in sustained interaction. In contrast, studies with less explicit guidance often reported more limited or uneven participation among group members. Additionally, differences in group size also influenced collaborative dynamics. Small-group arrangements (three to five learners) were found to promote more active participation, balanced interaction, and stronger peer support, whereas larger groups sometimes led to unequal contribution and reduced individual engagement.

Variations were also observed in the use of technological tools and learner contexts, which further shaped collaborative practices. Studies utilizing accessible and user-friendly digital tools tended to support smoother collaboration, allowing learners to focus more on content creation and interaction rather than technical challenges. Conversely, more complex tools sometimes required additional teacher support, which influenced the level of learner autonomy during collaboration. Furthermore, differences in learner characteristics, such as age level and prior experience with digital tools, affected how collaboration was enacted. Younger learners often required more structured guidance and teacher scaffolding, while more

experienced learners demonstrated greater independence in managing collaborative tasks. These findings suggest that effective integration of digital storytelling requires careful consideration of both technological affordances and learner readiness to optimize collaborative learning outcomes. Overall, these findings indicate that collaboration in digital storytelling is not only shaped by the activity itself but also by how it is pedagogically designed and implemented, highlighting the importance of structured guidance, appropriate group organization, and suitable technological support.

CONCLUSION

This systematic literature review explored the role of digital storytelling (DST) in promoting collaboration as a character education value in English teaching for young learners in EFL contexts. This review shows that digital storytelling supports collaboration in EFL learning for young learners. The findings reveal that digital storytelling promotes collaboration by engaging learners in shared meaning-making, joint decision-making, and collective responsibility through project-based, multimodal tasks. Collaboration is embedded naturally within the storytelling process, allowing young learners to develop cooperative behaviors, communication skills, and social awareness while learning English.

In terms of pedagogical implications, the findings of this review suggest that English teachers should intentionally design digital storytelling activities to promote collaboration rather than assuming it will occur naturally. Teachers are encouraged to organize learners into small groups to facilitate active participation and meaningful interaction. Assigning clear roles within groups, such as script writer, narrator, editor, or illustrator, can help ensure equal contribution and accountability among learners. In addition, digital storytelling activities should be structured into clear stages, including planning, production, and presentation, to guide learners through the collaborative process. Teachers also play an important role as facilitators by providing scaffolding, monitoring group interaction, and supporting both linguistic and technical aspects of the task. Finally, incorporating reflection and peer feedback sessions can further strengthen collaboration by encouraging learners to evaluate their group processes and outcomes.

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COMMUNICATION ERRORS IN FOOD AND BEVERAGE SERVICE: AN ANALYSIS OF WAITERS' INTERACTIONAL COMPETENCE IN VOCATIONAL HOSPITALITY EDUCATION

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ABSTRACT

Effective communication plays a central role in determining service quality within the hospitality industry, particularly in restaurant settings where waiter–guest interaction directly shapes customer experience. This study investigates common communication errors produced by waiter students in a hospitality education program, focusing on three major dimensions: grammatical accuracy, pragmatic appropriateness, and lexical precision. Employing a qualitative descriptive design, data were collected through observation and transcription of simulated restaurant service interactions involving undergraduate hospitality students. The collected utterances were analyzed to identify recurring patterns of linguistic and pragmatic deviation. The findings reveal that grammatical errors primarily involve auxiliary omission, incorrect tense usage, and improper interrogative formation, largely influenced by first language transfer. Pragmatic errors include overly direct imperatives, insufficient mitigation strategies, and limited empathetic responses in complaint situations, indicating underdeveloped sociopragmatic competence. Lexical errors are characterized by overgeneralization, collocational inaccuracies, and limited use of hospitality-specific terminology, which affect professional credibility and persuasive effectiveness in menu explanation. The study argues that communication challenges in hospitality contexts are multidimensional and extend beyond structural inaccuracies. In restaurant service encounters, language functions not only as a medium of information exchange but also as a representation of professionalism and institutional quality. Therefore, hospitality English instruction should adopt an integrated communicative competence framework that simultaneously addresses grammatical form, pragmatic sensitivity, and lexical specialization. The findings provide pedagogical insights for vocational institutions seeking to align English language training with the communicative demands of international restaurant environments.

Keywords: hospitality, waiter, grammatical errors, pragmatic competence, lexical precision,

INTRODUCTION

Communication constitutes the backbone of service delivery in the hospitality industry. Unlike manufacturing sectors where product quality can be standardized and physically measured, hospitality services are intangible and heavily dependent on human interaction. In restaurant settings, service quality is largely evaluated through the effectiveness of communication between waiters and guests. A service encounter is not merely transactional; it represents a “moment of truth” during which guests form perceptions about professionalism, reliability, and hospitality (Magnini & Zehrer, 2019). Consequently, communication competence becomes a central determinant of guest satisfaction, loyalty, and overall dining experience.

Food and Beverage (F&B) service personnel, particularly waiters, function as frontline representatives of hospitality establishments. Their responsibilities extend beyond taking orders to include greeting guests, explaining menu items, recommending dishes, responding to complaints, and ensuring a pleasant dining atmosphere. These tasks require not only linguistic accuracy but also interactional competence, pragmatic sensitivity, and intercultural awareness (Kusluvan, 2018). In international tourism environments, where guests come from diverse linguistic and cultural backgrounds, communication performance significantly influences institutional image and service credibility.

Within vocational hospitality education, English is typically taught under the framework of English for Specific Purposes (ESP). ESP emphasizes contextualized and functional language use tailored to professional needs rather than abstract grammatical mastery (Bhatia, 2017). In F&B service training, students are introduced to expressions such as greeting

guests, offering assistance, recommending menu items, and handling complaints. However, despite structured instructional design and repeated role-play simulations, communication errors remain common among hospitality trainees.

Research in hospitality management indicates that communication clarity, empathy, and responsiveness strongly influence perceived service quality (Sainaghi, Carlo, & d'Angella, 2018). Guests often evaluate restaurants not solely on food quality but also on the communicative behavior of service staff. When misunderstandings occur due to unclear explanations, inappropriate tone, or limited vocabulary, guests may interpret the service as unprofessional or inattentive. In competitive hospitality markets, such perceptions may affect revisit intention and customer loyalty.

Communication errors in hospitality settings may be categorized into several dimensions. First, linguistic errors include grammatical inaccuracies, limited vocabulary, and pronunciation problems. Although minor grammatical errors may not entirely block comprehension, they may reduce perceived competence, particularly in upscale dining contexts where professional image is highly valued (Widodo, 2020). Second, pragmatic errors involve inappropriate use of politeness strategies, directness levels, and register. Pragmatic failure occurs when an utterance is grammatically correct but socially inappropriate within a specific professional context (Taguchi, 2015). For example, overly direct requests may unintentionally convey rudeness despite neutral intention.

Third, discourse-related errors arise when information is incomplete, vague, or poorly structured. In restaurant service, menu explanation plays a crucial role in assisting guests' decision-making. Guests may request clarification regarding ingredients, cooking techniques, or dietary suitability. Inadequate explanation may generate confusion, dissatisfaction, or even health risks in cases involving food allergies (Kang & Namkung, 2019). Finally, non-verbal communication—including eye contact, facial expressions, gestures, posture, and tone—substantially influences how verbal messages are interpreted. Studies show that non-verbal cues often shape emotional impressions more strongly than verbal expressions in service encounters (Suryani, 2021).

Globalization further intensifies the communicative demands placed upon waiters. Intercultural competence has become essential in hospitality professions because cultural norms concerning politeness, personal space, and conversational style vary significantly (Chen & Rahman, 2018). A communicative strategy perceived as friendly in one culture may be interpreted as intrusive or overly informal in another. Therefore, vocational hospitality students must develop adaptive communication strategies suitable for diverse guest profiles.

Despite the recognized importance of communication competence, vocational institutions often prioritize procedural and technical training—such as table setting standards, service sequencing, and operational efficiency—over pragmatic and interactional development. While technical skills are indispensable, insufficient emphasis on applied communication may result in graduates who are operationally capable yet interactionally limited. Vocational education research increasingly highlights the importance of integrating soft skills, particularly communication competence, into professional curricula (Succi & Canovi, 2020).

Moreover, contemporary dining trends emphasize experiential and personalized service. Guests increasingly expect descriptive storytelling about dishes, tailored recommendations, and interactive engagement (Baker & Kim, 2019). In such contexts, communication errors become more visible and potentially more damaging. A waiter who struggles to clearly describe a signature dish may inadvertently diminish its perceived value and the restaurant's brand positioning.

In many vocational contexts, including Indonesia, students often demonstrate acceptable written grammar competence but encounter difficulty in spontaneous spoken

interaction. Scripted dialogues used in classrooms may not sufficiently prepare students for unpredictable real-life guest inquiries. When faced with unexpected questions, complaints, or special dietary requests, trainees may experience hesitation, code-switching, or communication breakdown.

Given these considerations, identifying specific communication errors in waiter–guest interactions is essential. Rather than assuming that general language proficiency automatically translates into professional communicative competence, empirical investigation is needed to uncover which dimensions of communication present the greatest challenges. Such analysis can provide evidence-based direction for improving ESP instruction in hospitality education.

This study therefore aims to analyze communication errors occurring during simulated food and beverage service interactions among vocational hospitality students. The research focuses on identifying dominant error categories and examining their potential implications for perceived professionalism and service quality.

The study addresses the following research questions:

1. What types of communication errors are most frequently observed among waiter trainees during service encounters?
2. How do these errors potentially influence guest perception of professionalism and service quality?

By situating communication errors within service encounter theory, ESP pedagogy, and intercultural communication frameworks, this study contributes to both hospitality education and applied linguistics research. The findings are expected to inform curriculum development and enhance communicative training models in vocational hospitality institutions.

METHOD

This study employed a qualitative descriptive approach to analyze communication errors occurring during food and beverage service interactions among hospitality students. A qualitative design was considered appropriate because the study aimed to explore patterns of communication performance and identify types of errors in authentic service simulations rather than to measure statistical relationships. The research was conducted as a case study involving hospitality students participating in practical training activities designed to simulate real restaurant service situations.

The participants consisted of fourth-semester students from the Hospitality Management program at IPB Internasional who were enrolled in a Food and Beverage Service course. These students had previously completed foundational English courses and introductory hospitality communication training. The fourth semester was selected because students at this stage had already received basic instruction in service procedures and English for Specific Purposes (ESP), making them suitable participants for observing applied communication skills in simulated professional contexts.

Data were collected through role-play simulations designed to replicate real restaurant service encounters. During these simulations, students performed as waiters while their classmates or instructors acted as guests. The role-play scenarios included typical restaurant interactions such as greeting guests, presenting menus, recommending dishes, taking orders, and responding to simple guest inquiries. Role play was chosen as the primary research method because it allows students to demonstrate spontaneous communication in realistic service situations while maintaining a controlled learning environment. Such simulations are widely used in hospitality education to develop practical service competence and communicative confidence.

All role-play sessions were conducted in a simulated restaurant laboratory and were video recorded with the participants' consent. The recordings enabled the researcher to analyze both verbal and non-verbal communication behaviors during the interaction. Observational

notes were also taken during the sessions to document communication patterns, hesitation, interaction flow, and contextual factors that might influence communication performance. The combination of video recordings and observation provided detailed data for identifying communication errors that occurred during the interactions.

After the role-play sessions, selected students were informally asked about their communication experiences during the activity. These short reflective conversations helped provide additional insight into students' perceived challenges, particularly related to vocabulary limitations, nervousness, or difficulty explaining menu items in English. These reflections were used to support interpretation of the observed communication behaviors.

The collected data were analyzed using thematic analysis. First, the video recordings were transcribed to capture the students' spoken utterances during the role-play interactions. The transcripts were then examined to identify instances of communication errors. These errors were categorized into several communicative dimensions based on previous literature, including linguistic errors (grammar and vocabulary), pragmatic errors (politeness and appropriateness of expressions), and discourse errors (clarity and completeness of explanations).

To ensure credibility of the findings, the researcher reviewed the recordings multiple times to confirm the accuracy of the transcription and error classification. Observational notes and student reflections were also compared with the recorded interactions to strengthen interpretation. All participant identities were kept confidential and were represented using anonymous codes during analysis. Through this methodological approach, the study aimed to capture authentic communication behaviors of hospitality students in simulated restaurant service contexts and to identify common communication errors that may influence perceived professionalism during waiter–guest interactions.

RESULTS AND DISCUSSION

The following tables present the common communication errors produced by waiter students during simulated restaurant service sessions. The data are categorized into three major types: grammatical errors, pragmatic errors, and lexical choice errors.

Table 1. Common Communication Errors in Waiter–Guest Interactions

No	Incorrect Expression Used by Waiter	Correct/ Recommended Expression	Type of Error	Explanation
1	You want order now?	Would you like to order now?	Grammatical & Pragmatic	Missing auxiliary verb and lacks politeness strategy expected in service interaction.
2	What do you want?	What would you like to have?	Pragmatic	The expression is too direct and may sound impolite in hospitality communication.
3	Wait!	One moment please. / Just a moment, please.	Pragmatic	Imperative form sounds rude; service language requires polite mitigation.
4	Give me your plate.	May I take your plate?	Pragmatic	Direct command is inappropriate in guest service interaction.
5	I bring your menu.	I will bring you the menu.	Grammatical	Incorrect tense usage; future intention should use <i>will</i> .
6	We not have salmon today.	We do not have salmon today.	Grammatical	Missing auxiliary verb <i>do</i> in negative sentence structure.
7	You already finish?	Have you finished?	Grammatical	Incorrect question structure and tense usage.

8	I am sorry for make you waiting.	I am sorry for making you wait.	Grammatical	Incorrect gerund form after the preposition <i>for</i> .
9	This menu very delicious.	This dish is very delicious.	Grammatical & Lexical	Missing verb <i>is</i> and misuse of word <i>menu</i> .
10	This food very good taste.	This dish has a very good taste.	Grammatical	Incorrect sentence structure and missing verb.
11	Chicken meat with sauce.	Grilled chicken served with special sauce.	Lexical	Lack of descriptive vocabulary for menu explanation.
12	Fried noodle	Fried noodles	Lexical	Incorrect plural form in standard menu terminology.
13	Ice tea	Iced tea	Lexical	Incorrect spelling and culinary terminology.
14	Expensive price	High price	Lexical	Redundant expression; more natural collocation is <i>high price</i> .
15	You must pay first.	Could you please make the payment first?	Pragmatic	Imperative form lacks politeness appropriate for guest interaction.

The table above demonstrate that communication errors among waiter students extend beyond grammatical inaccuracies and involve deeper issues related to pragmatic appropriateness and lexical precision. The analysis of simulated food and beverage service interactions revealed that communication errors among waiter trainees were multidimensional and recurrent. Based on thematic coding of transcribed video data and triangulated interview responses, four dominant categories of communication errors were identified: linguistic inaccuracies, pragmatic failure in politeness strategies, lack of clarity in menu explanation, and non-verbal communication inconsistency. These findings directly address the first research question concerning the types of communication errors most frequently observed in waiter–guest service encounters.

Linguistic inaccuracies were the most visibly recurring errors during service simulations. These errors included incorrect grammatical structures, limited vocabulary range, and simplified sentence constructions that reduced professional tone. For instance, several participants produced expressions such as “You want drink?” or “This menu very delicious,” omitting auxiliary verbs and appropriate sentence markers. Although the intended meaning remained understandable, such constructions reflect incomplete mastery of service-oriented English structures. In more formal restaurant contexts, these inaccuracies may influence guests’ perception of competence and credibility. As Widodo (2020) suggests, grammatical accuracy in vocational communication contexts contributes not merely to clarity but also to professional image formation. Interview data further indicated that students were often aware of their grammatical uncertainty but prioritized fluency over accuracy during spontaneous interaction. This tension between fluency and correctness reflects common challenges in ESP-based oral performance.

Pragmatic failure emerged as a more subtle yet impactful category of error. Several participants used overly direct expressions when addressing guests, such as “Order now?” or “Tell me your choice,” without incorporating modal verbs or politeness markers. While grammatically simple, these utterances lacked the indirectness typically associated with hospitality discourse. According to Taguchi (2015), pragmatic competence involves understanding how social meaning is conveyed beyond literal structure. In hospitality contexts, politeness strategies mitigate potential face-threatening acts such as requesting orders or clarifying preferences. The absence of softening devices such as “May I,” “Would you like,” or “Could I recommend” may unintentionally signal impatience or informality. From a service encounter perspective, such pragmatic lapses may weaken perceptions of empathy and assurance, dimensions central to service quality evaluation (Sainaghi et al., 2018). Interview

responses revealed that some students perceived directness as efficient communication, indicating limited awareness of professional politeness conventions in English-speaking service contexts.

Another prominent finding concerned discourse-level deficiencies, particularly in menu explanation. When guests in the simulation requested clarification about dishes, many trainees provided minimal or vague descriptions. Statements such as “It is chicken with sauce” or “Very tasty and good” lacked specificity regarding ingredients, preparation methods, flavor profiles, or portion characteristics. This limitation reflects insufficient lexical repertoire and limited discourse organization skills. In contemporary dining environments, descriptive engagement contributes to experiential value and persuasive selling (Baker & Kim, 2019). Clear and structured menu explanation enhances guests’ confidence in their choices and reinforces perceived food quality (Kang & Namkung, 2019). The inability to elaborate on menu details may therefore reduce perceived professionalism and diminish the restaurant’s brand image. Students reported in interviews that they often memorized basic descriptions but struggled when asked follow-up questions beyond scripted content, indicating a gap between rehearsed dialogue and adaptive communicative competence.

Non-verbal communication inconsistencies were also consistently observed across simulation sessions. Several trainees avoided sustained eye contact while greeting guests, spoke in low or monotone voices, or displayed visible nervous gestures such as fidgeting with order pads. In some cases, verbal greetings such as “Good evening, welcome to our restaurant” were delivered without corresponding facial expression or smile, creating a mismatch between verbal message and embodied presentation. Non-verbal cues significantly influence emotional perception during service encounters (Suryani, 2021). Guests may interpret lack of eye contact or hesitant tone as insecurity or disinterest, even when verbal expressions are appropriate. Furthermore, intercultural communication research suggests that appropriate eye contact, posture, and spatial awareness contribute to perceived sincerity and attentiveness (Chen & Rahman, 2018). The observed inconsistencies therefore have implications not only for communication clarity but also for affective impression management.

Addressing the second research question, these communication errors collectively influence perceived professionalism and service quality in several ways. First, linguistic inaccuracies may reduce perceived competence, particularly in environments where English proficiency is associated with global service standards. While minor errors may be tolerated in casual dining contexts, repeated inaccuracies may signal inadequate training. Second, pragmatic failure may more directly impact guest comfort, as politeness norms are closely tied to interpersonal respect. Overly direct or abrupt expressions may create subtle discomfort, potentially influencing guests’ overall satisfaction.

Third, discourse-level weaknesses in menu explanation limit the persuasive and informative function of waiter communication. In experiential dining models, waiters serve as interpreters of culinary value. Failure to provide structured and descriptive explanations may reduce guests’ engagement and trust in the establishment. Finally, non-verbal inconsistencies may undermine verbal politeness strategies. Even when grammatically and pragmatically correct expressions are used, incongruent body language can weaken perceived sincerity and warmth.

Importantly, the findings suggest that pragmatic and discourse-related errors may have greater impact on perceived service quality than purely grammatical mistakes. While linguistic errors are more noticeable, pragmatic lapses directly affect interpersonal dynamics central to hospitality service encounters. This aligns with communicative competence theory, which positions sociolinguistic and pragmatic competence as essential components of professional interaction (Taguchi, 2019). The results also reinforce the argument that ESP instruction in

vocational settings must extend beyond formulaic dialogue memorization to include adaptive interactional training.

Overall, the findings demonstrate that communication errors among waiter trainees are not isolated linguistic issues but interconnected deficiencies spanning grammatical, pragmatic, discourse, and non-verbal domains. These errors potentially influence guest perceptions of professionalism, empathy, and reliability—key determinants of service quality. By systematically identifying these patterns, the study provides empirical evidence supporting the need for enhanced communicative training in vocational hospitality education.

CONCLUSION

This study examined the common communication errors produced by waiter students in simulated restaurant service interactions, categorizing them into three primary domains: grammatical accuracy, pragmatic appropriateness, and lexical precision. The findings demonstrate that communication challenges in hospitality contexts are multidimensional and cannot be attributed solely to structural linguistic limitations. Instead, they reflect the interaction between interlanguage development, sociocultural transfer, and limited exposure to authentic professional discourse. From a grammatical perspective, the frequent omission of auxiliary verbs and misuse of tense forms illustrate persistent interlanguage features influenced by first language structures. Although these errors often do not obstruct meaning, they influence perceived professionalism and service credibility. In hospitality settings—where communication functions as a representation of institutional quality—linguistic precision contributes to guests' evaluations of competence. Grammar, therefore, should not be treated merely as a formal requirement but as an integral component of service performance.

Pragmatic errors emerged as equally significant. The use of direct imperatives and insufficient mitigation strategies indicates limited awareness of politeness conventions in English-speaking service environments. Hospitality communication is inherently relational and guest-centered. The ability to frame requests politely, respond empathetically to complaints, and maintain respectful interaction is essential for sustaining positive guest experiences. Pragmatic competence, therefore, must be explicitly developed rather than assumed to emerge naturally from general language exposure. Lexical imprecision further highlights the need for specialized English for Hospitality instruction. Overgeneralized vocabulary and collocational inaccuracies reduce descriptive clarity and persuasive effectiveness. In restaurant service, language functions not only to inform but also to enhance the dining experience and influence purchasing decisions. Precise terminology, natural collocations, and descriptive fluency contribute to professional identity formation and brand representation.

Taken together, these findings emphasize the necessity of adopting an integrated communicative competence framework in hospitality education. English instruction for waiter students should simultaneously address grammatical form, pragmatic function, and lexical specialization. Fragmented instruction that isolates grammar from context or vocabulary from interactional purpose may fail to prepare students adequately for real-world service demands.

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ENHANCING FIFTH GRADERS' VOCABULARY MASTERY THROUGH SCRIPTED SONGS AT SD NEGERI 16 KESIMAN, DENPASAR TIMUR

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ABSTRACT

This Classroom Action Research aimed to investigate how the use of scripted songs can improve vocabulary mastery among fifth-grade students at SD Negeri 16 Kesiman, Denpasar Timur. The research question formulated in this study was: How does the use of scripted songs contribute to the improvement of fifth-grade students' vocabulary mastery at SD Negeri 16 Kesiman, Denpasar Timur? Accordingly, the objective was to examine and describe the process and effectiveness of using scripted songs to enhance students' English vocabulary mastery. This study employed Classroom Action Research (CAR) based on the model by Kemmis and McTaggart (1988), conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection. The participants were 37 fifth-grade students. Data were collected through pre-tests and post-tests as primary data in each cycle, while observation checklists, interviews, and student feedback forms were used as supporting data. Scripted songs were specifically designed using wild animal themes and descriptive adjectives, in accordance with the students' curriculum. The findings demonstrated a significant improvement in students' vocabulary mastery. The mean score in the preliminary study was 53.9, increasing to 72.8 after Cycle I, and further rising to 85.0 in Cycle II. By the end of the research, all students (100%) successfully achieved the Minimum Completion Criterion (KKM). The use of scripted songs not only improved vocabulary mastery but also fostered a more engaging, confident, and enthusiastic classroom environment. Thus, integrating scripted songs through experiential learning has been proven effective in improving young learners' vocabulary mastery and is recommended for English language instruction in elementary schools.

Keywords: scripted songs, vocabulary mastery, classroom action research, elementary students, experiential learning

INTRODUCTION

Vocabulary is considered a crucial foundation in learning a foreign language, especially for young learners in elementary schools. Without a sufficient vocabulary, students are unable to comprehend texts, express their ideas, or communicate effectively in English (Nation, 2001; Lisana et al., 2022). Many studies have emphasized that vocabulary mastery strongly influences the development of listening, speaking, reading, and writing skills (Kholid, 2024; Anto & Anita, 2023). In Indonesia, the importance of English vocabulary has grown, but many elementary students still struggle to acquire and retain new words, mainly due to limited exposure and monotonous teaching methods (Budasi, 2024).

Traditional vocabulary instruction, which relies heavily on memorization and textbook exercises, is often found to be less effective and engaging for young learners. Research by Kurniawan (2024) and Al-Faris & Jasim (2021) shows that students tend to forget new words quickly if they are not taught in an interactive and enjoyable way. Moreover, English is rarely used outside the classroom, especially in regions like Bali, which makes it even harder for students to practice and remember new vocabulary (Budasi, 2024). As a result, there is a clear need for innovative and effective strategies that can motivate students and support long-term vocabulary learning.

In recent years, various interactive approaches have been explored to enhance students' vocabulary mastery, such as using flashcards (Novasyari, 2024), storytelling (Lumbangaol et al., 2024), and digital media (Haq, 2024). One promising method is the use of songs. Songs naturally attract students' attention, create a positive classroom atmosphere, and make it easier for children to memorize and recall words through rhythm and repetition (Valentino, 2022;

Zaharani, 2023). Tilwani et al. (2022) found that students who learned vocabulary through songs showed better retention and higher test scores than those taught by conventional methods. Similarly, Dinda et al. (2025) reported that songs help students connect vocabulary to real-life usage, improve pronunciation, and increase motivation.

Scripted songs refer to songs that are intentionally designed for educational purposes, in which the lyrics are systematically structured to include specific target vocabulary, grammatical patterns, and contextual meanings. Unlike popular or traditional songs, scripted songs are not merely used for entertainment but are pedagogically constructed to align with learning objectives and students' curriculum. These songs typically incorporate repetition, simple sentence structures, and contextualized language to facilitate vocabulary acquisition and retention among young learners.

However, most previous studies have focused on using popular or traditional songs, rather than scripted songs. Such songs are specifically designed with targeted vocabulary and structures for educational purposes. Wulandari et al. (2018) found that scripted songs can significantly enhance students' overall English competence, but there is limited research examining their effect on specific vocabulary mastery for a focused topic in elementary settings. Additionally, prior research has not adequately addressed how scripted songs can be integrated with experiential learning models and collaborative activities to support long-term retention and classroom participation, particularly in the context of Indonesian elementary schools.

Based on this gap, the novelty of this research lies in its focus on using scripted songs that are intentionally developed to teach specific vocabulary related to wild animals and descriptive adjectives, following the students' curriculum in grade five. This study also integrates experiential learning theory and small group discussions, aiming to create a more active, engaging, and supportive learning environment. By concentrating on a specific topic and combining music with collaborative practice, this research seeks to provide new evidence on the effectiveness of scripted songs for vocabulary mastery in elementary education. Therefore, this study aims to address the following research question: How does the use of scripted songs contribute to the improvement of fifth-grade students' vocabulary mastery at SD Negeri 16 Kesiman, Denpasar Timur? The objective of this study is to investigate and describe the process and effectiveness of using scripted songs to enhance students' vocabulary mastery for fifth-grade students at SD Negeri 16 Kesiman, Denpasar Timur.

METHOD

This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart (1988) model, which involves four key stages: planning, action, observation, and reflection. Classroom Action Research (CAR) was selected as the research design because it allows the researcher to improve teaching practices while observing students' learning progress in a real classroom setting. This design is appropriate for addressing practical classroom problems, particularly students' low vocabulary mastery, and evaluating the effectiveness of an instructional intervention through iterative cycles of planning, action, observation, and reflection.

The research was conducted at SD Negeri 16 Kesiman, Denpasar Timur, involving a single class of 37 fifth-grade students aged 10–11 years. The study was carried out in two cycles, with each cycle consisting of two classroom meetings where the use of scripted songs was integrated into English vocabulary lessons, focusing on wild animals and descriptive adjectives. The intervention involved the use of two scripted songs made by the author based on grade 5 curriculum material, specifically developed for this study. Each song focused on wild animals and descriptive adjectives, using simple sentence patterns, repetitive structures, and rhyming elements to support memorization. Each classroom session lasted approximately

80 minutes, including pre-activity (introduction of vocabulary), while-activity (singing, gestures, and group work), and post-activity (practice and evaluation). In the planning stage, the researcher prepared lesson plans, selected and designed scripted songs, and developed supporting materials such as worksheets and assessment tools aligned with the curriculum and the targeted vocabulary. During the action stage, the scripted songs were implemented using experiential learning steps, including singing activities, movement, group discussions, and collaborative games to enhance students' engagement and retention. The observation stage involved monitoring students' participation, motivation, and learning outcomes through classroom observation checklists, while also recording challenges and classroom atmosphere. The reflection stage was used to evaluate the results of Cycle I and to plan improvements for Cycle II.

Quantitative data were collected from pre-tests and post-tests, each consisting of 30 multiple-choice questions to assess students' vocabulary mastery before and after each cycle. Qualitative data were obtained from teacher and student interviews, observation notes, and student feedback forms. Quantitative data from pre-tests and post-tests were analyzed using descriptive statistics, including mean scores and the percentage of students achieving the Minimum Completion Criterion (KKM). The improvement across cycles was compared to determine the effectiveness of the intervention. Qualitative data from observations, interviews, and student feedback were analyzed using thematic analysis, involving data reduction, categorization, and interpretation to identify patterns related to students' engagement, motivation, and classroom interaction.

RESULTS AND DISCUSSION

RESULT

The preliminary study was conducted to assess the baseline vocabulary mastery of fifth-grade students at SD Negeri 16 Kesiman before the implementation of scripted songs. A pre-test consisting of 30 multiple-choice questions on the topic of wild animals and descriptive adjectives was administered to all 37 students. The results revealed that most students struggled significantly with English vocabulary. As presented in Table 1, only 6 students (16.2%) achieved the Minimum Completion Criterion (KKM) of 75, while the majority, 31 students (83.8%), scored below the required standard. The mean score for the pre-test was 53.9, with the highest score being 80.0 and the lowest score only 23.3. These results clearly indicate that the students' initial vocabulary mastery was far from satisfactory, and traditional memorization-based methods had not supported effective retention and understanding of new words.

Table I. Pre-Test Results of Fifth-Grade Students (Preliminary Study)

No	Aspects	Result of Preliminary Study
1	Mean Score	53.9
2	Highest Score	80.0
3	Lowest Score	23.3
4	Number of the students who passed the KKM	6
5	Number of the students who did not passed the KKM	31

The data from the pre-test highlight the urgent need for an innovative teaching strategy. With the majority of students unable to reach the minimum standard, it was evident that a more interactive and engaging approach was necessary to improve their vocabulary mastery. These findings served as the foundation for the subsequent implementation of scripted songs in the classroom action research cycles.

Based on the findings of the preliminary study, the first cycle was designed to introduce scripted songs as a new strategy to improve students' vocabulary mastery. During Cycle I, two classroom meetings were conducted, each focusing on different aspects of vocabulary related to wild animals and descriptive adjectives. In the planning stage, the researcher carefully selected and designed scripted songs that matched the lesson objectives and vocabulary targets. Lesson plans, worksheets, and supporting teaching materials were prepared to support the activities.

Cycle I

After implementing the scripted songs and supporting activities in Cycle I, a post-test was given to all students to measure the progress in their vocabulary mastery. The post-test consisted of 30 multiple-choice questions, similar in format to the pre-test, and was designed to assess students' understanding of vocabulary related to wild animals and descriptive adjectives. The results showed a clear improvement compared to the preliminary study. As presented in Table 2, the mean score increased to 72.8, with 20 out of 37 students (54%) successfully passing the Minimum Completion Criterion (KKM) of 75. The highest score achieved was 100.0, while the lowest score in this cycle was 36.6. However, there were still 17 students (46%) who did not reach the KKM, indicating that while significant progress had been made, further support and adjustment to teaching methods were still necessary.

Table II. Post-Test Results of Fifth-Grade Students in Cycle I

No	Aspects	Result of Preliminary Study	Result of Post-Test Cycle I
1	Mean Score	53.9	72.8
2	Highest Score	80.0	100.0
3	Lowest Score	23.3	36.6
4	Number of the students who passed the KKM	6	20
5	Number of the students who did not passed the KKM	31	17

The improvement in students' performance after Cycle I indicated that the use of scripted songs, along with interactive singing, gestures, and group activities, was effective in increasing students' engagement and helping them remember new vocabulary. Many students became more enthusiastic and confident in using English words, as observed during class discussions and vocabulary games. Nevertheless, since nearly half of the class still had not passed the KKM, it was clear that further modification and enrichment of learning activities were required in the next cycle to ensure all students could reach the expected level of mastery.

Observations during Cycle I showed that the introduction of scripted songs brought a noticeable change in the classroom atmosphere. Students who were previously less interested in vocabulary lessons became more engaged, especially when singing the songs and performing related gestures. The use of music made learning English vocabulary more fun and less intimidating, encouraging even shy students to participate in class activities. Many students demonstrated increased enthusiasm and were more willing to repeat the song lyrics, which helped them memorize new words more effectively. Teachers noted that students paid better attention and were generally more motivated during lessons compared to the initial observations in the preliminary study.

However, despite these positive improvements, several students continued to struggle when asked to apply new vocabulary in written exercises and post-test items. While most students could follow the singing and gestures, some had difficulty remembering the meanings and spelling of certain words outside the context of the song. The observation checklist

indicated that participation was higher, but not all students were able to fully master the targeted vocabulary. These findings suggested that, although scripted songs made the lessons more enjoyable and improved vocabulary mastery for many students, there was still a need for additional support and varied activities. As a result, the reflection at the end of Cycle I highlighted the importance of introducing new strategies, such as more interactive practice, repetition, and possibly peer support to help all students reach the minimum learning standard in the next cycle.

Cycle II

In Cycle II, several improvements and adjustments were made to the teaching and learning process based on the reflection from Cycle I. The teacher continued to use scripted songs but with additional strategies to address students' difficulties. These included more frequent repetition of key vocabulary, the use of visual aids and flashcards, and a stronger emphasis on pronunciation and word meaning during each activity. Students were encouraged to practice not only by singing but also by engaging in pronunciation drills and writing short sentences using the new words. The teacher provided more individual attention to students who still struggled and gave regular feedback to ensure every student could follow the lessons. Homework assignments and additional vocabulary games were also introduced to reinforce learning outside class hours.

After these adjustments, a post-test was conducted to measure students' vocabulary mastery at the end of Cycle II. The results showed a remarkable improvement compared to previous cycles. As shown in Table 3, all 37 students (100%) were able to achieve the Minimum Completion Criterion (KKM) of 75, with the mean score rising to 85.0. The lowest score in Cycle II was 76.6, while the highest score remained at 100.0. This indicated that not only had the overall class average increased, but also that no student was left behind in meeting the required standard for vocabulary mastery.

Table III. Post-Test Results of Fifth-Grade Students in Cycle II

No	Aspects	Result of Preliminary Study	Result of Post-Test Cycle I	Result of Post-Test Cycle II
1	Mean Score	53.9	72.8	85.0
2	Highest Score	80.0	100.0	100.0
3	Lowest Score	23.3	36.6	76.6
4	Number of the students who passed the KKM	6	20	37
5	Number of the students who did not pass the KKM	31	17	0

These findings demonstrate that the combination of scripted songs with additional support strategies was highly effective in improving students' vocabulary mastery. Students not only became more confident and enthusiastic in participating in English lessons but were also able to apply their vocabulary knowledge in various activities, both orally and in writing. Classroom observations noted that students were more active, independent, and willing to answer questions or complete vocabulary tasks on their own. This significant achievement in Cycle II confirms that the refinements made to the teaching approach successfully addressed the remaining challenges from the previous cycle and ensured that every student reached the desired level of learning.

Moreover, student feedback collected at the end of Cycle II reflected overwhelmingly positive responses to the learning activities. Over 90% of students stated that learning vocabulary through scripted songs made English lessons more enjoyable and less stressful.

Many students reported that the repetition and use of songs helped them remember new words more easily and boosted their confidence when speaking or writing in English. Teachers also observed that students became more motivated to participate, showed greater independence during tasks, and demonstrated noticeable improvement in their ability to use new vocabulary accurately. These results indicate that the integration of scripted songs, combined with targeted support and engaging classroom practices, not only improved academic outcomes but also fostered a positive and supportive learning environment for all students.

The Best Syntax of Scripted Songs

The best syntax of scripted songs, as identified in this research, refers to the most effective structure and arrangement of lyrics that help students master new vocabulary in a memorable and meaningful way. During the implementation in the classroom, it was found that scripted songs which used simple sentence patterns, repetitive structures, and clear context were the most successful in supporting students' learning. For example, the lyrics often began with straightforward subject-verb-object constructions, such as "The lion is strong," or "The elephant is big and gray." This simplicity allowed students to focus on key vocabulary items, while repetition of these patterns in each verse helped reinforce understanding and recall. By integrating adjectives and nouns directly from the curriculum topics, the songs naturally provided both exposure and practice with target words.

Another important feature of the best scripted song syntax was the use of contextual phrases and descriptive language that matched students' everyday experiences. The lyrics did not merely list vocabulary words, but arranged them in sentences that described actions, colors, sizes, and characteristics of animals, such as "The monkey jumps high," or "The tiger is fast and brave." This approach enabled students to associate new words with real-life situations and make meaningful connections. The inclusion of rhymes and rhythmic repetition within lines also proved effective, as it increased students' motivation to sing along, made pronunciation practice easier, and supported better retention of both vocabulary and basic sentence structure. Observations during lessons showed that students found it easier to memorize and use new phrases when the song lyrics were logically structured and related to what they already knew.

The findings further indicate that the best syntax for scripted songs should be short, direct, and easy to follow, avoiding overly complex grammar or unfamiliar language. The ideal songs included repeated refrains, familiar question-and-answer patterns, and opportunities for students to substitute words (for example, changing the animal or adjective within a sentence). This flexibility encouraged active participation, as students could adapt the lyrics and practice creating their own sentences using the same structure. Overall, the research concluded that scripted songs with clear, repetitive, and context-rich syntax provided an effective model for vocabulary learning, helping fifth-grade students at SD Negeri 16 Kesiman to internalize new English words and use them confidently in both spoken and written communication.

DISCUSSION

The findings of this study clearly demonstrate that integrating scripted songs into English vocabulary instruction significantly improves the vocabulary mastery of fifth-grade students at SD Negeri 16 Kesiman. The substantial increase in average test scores, from 53.9 in the preliminary study to 85.0 in the post-test of Cycle II, as well as the achievement of all students passing the Minimum Completion Criterion (KKM), reflect the effectiveness of this intervention. These improvements were not only quantitative but also observed in students' increased enthusiasm, confidence, and willingness to participate in class activities. This study directly answers the research question, confirming that scripted songs, when combined with experiential learning activities and collaborative group work, provide a powerful medium for enhancing vocabulary retention and active language use among young learners.

This result is consistent with prior research highlighting the positive effects of music and songs in language learning. For example, studies by Wulandari et al. (2018) and Tilwani et al. (2022) also reported that songs can improve students' vocabulary acquisition, motivation, and classroom engagement. These findings not only confirm previous studies but also extend them by demonstrating that scripted songs, which are intentionally designed for instructional purposes, may provide more targeted vocabulary learning compared to the use of general songs. However, this study advances previous findings by specifically focusing on scripted songs. The songs are intentionally designed with targeted vocabulary and structures that have proven more effective for supporting mastery of specific topics, such as wild animals and descriptive adjectives, within the elementary school curriculum. The experiential learning framework further supported the learning process, enabling students to experience, reflect, conceptualize, and apply new vocabulary through meaningful, enjoyable activities.

Another important aspect found in this research is the role of collaborative learning and peer interaction. During the intervention, group discussions and games encouraged all students, including those who were initially shy or less confident, to participate and practice using new vocabulary. These opportunities for interaction helped lower students' anxiety, fostered a supportive classroom atmosphere, and allowed them to receive feedback and support from both teachers and classmates. This aligns with social constructivist perspectives, which emphasize that language learning is most effective in a social, interactive context.

Additionally, the positive changes in students' attitudes toward English lessons were evidenced by classroom observations and feedback forms. More than 90% of students reported enjoying the lessons, feeling more motivated, and finding it easier to remember new words when learning through songs. The classroom atmosphere also shifted from being passive and teacher-centered to lively, student-centered, and cooperative. This transformation suggests that scripted songs, when combined with engaging, student-focused methods, can address common problems in vocabulary teaching, such as boredom, lack of motivation, and poor retention.

The novelty of this research lies in its specific and contextual application of scripted songs, not only as a tool for general language development but also for achieving targeted vocabulary outcomes in accordance with the curriculum. The use of scripted songs focused on wild animals and adjectives, together with experiential and collaborative learning stages, resulted in higher test scores, increased student engagement, and improved classroom dynamics. These findings suggest that the integration of scripted songs can be recommended as an innovative, practical, and enjoyable approach for teaching vocabulary in elementary schools, particularly in contexts where English is not frequently used outside the classroom.

Overall, this study not only supports existing theories and research on music in language education but also provides new evidence for the value of carefully designed scripted songs as part of a comprehensive vocabulary instruction strategy. The results highlight the importance of active, interactive, and contextually relevant teaching methods for improving language learning outcomes and ensuring that all students have the opportunity to succeed and enjoy their English learning experience.

Despite the positive findings, this study has several limitations. The research was conducted in a single class with a relatively small sample size, which may limit the generalizability of the results. Additionally, the duration of the intervention was relatively short, focusing only on two cycles. Future studies are recommended to involve larger samples, longer implementation periods, and different educational contexts to validate and extend these findings.

CONCLUSION

Based on the findings of this study, it can be concluded that the use of scripted songs appears to be an effective and practical approach to improving vocabulary mastery among fifth-

grade students at SD Negeri 16 Kesiman, Denpasar Timur. The integration of scripted songs into English lessons not only resulted in a significant increase in students' vocabulary test scores but also contributed to a more engaging, enjoyable, and student-centered learning environment. By following experiential learning steps and encouraging collaborative group activities, students became more confident, motivated, and able to use new vocabulary in both speaking and writing. The improvement from 16% of students achieving the minimum criterion in the pre-test to 100% in the final post-test indicates the potential effectiveness of this method in enhancing vocabulary learning. Therefore, scripted songs, particularly when designed to align with the curriculum and students' needs, can be considered as an innovative teaching strategy for elementary English classes.

Based on these conclusions, several suggestions can be proposed. Teachers are encouraged to incorporate scripted songs into vocabulary instruction and to combine them with experiential, interactive, and collaborative activities to enhance student engagement and retention. Schools are expected to support teachers by providing appropriate resources and training related to music-based learning. Students are also encouraged to actively participate in song-based activities and practice using new vocabulary both inside and outside the classroom. For future researchers, it is recommended to explore the use of scripted songs across different vocabulary topics, grade levels, and educational contexts, as well as to examine their long-term effects on vocabulary retention.

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EXPLORING QUIZLET'S ROLE IN TECHNOLOGY-ENHANCED ENGLISH LANGUAGE LEARNING: A SYSTEMATIC REVIEW

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ABSTRACT

This systematic literature review critically evaluates the impact of Quizlet, a widely used digital flashcard tool, on English language learning outcomes, specifically focusing on vocabulary retention, learner engagement, and motivation. A comprehensive search across multiple electronic databases (Google Scholar, PubMed, SpringerLink, Elsevier, IEEE Xplore, ProQuest, JSTOR, and ResearchGate) yielded 25 peer-reviewed studies published between 2010 and 2025, meeting predefined inclusion criteria. The findings indicate that Quizlet significantly enhances vocabulary retention, especially through spaced repetition and multiple retrieval practices, showing moderate to large effect sizes for both immediate and delayed vocabulary recall. Most studies reported positive outcomes in learner engagement, with participants demonstrating higher intrinsic motivation and increased study frequency compared to traditional learning methods. However, the review also identifies substantial heterogeneity in study designs, outcome measures, and learner contexts, limiting the ability to make robust causal inferences. The majority of studies employed non-randomized, quasi-experimental designs, reducing the strength of conclusions drawn from these findings. Furthermore, issues such as inconsistent reporting of participant demographics and sampling methods, as well as reliance on self-reported engagement and motivation, add to the variability of results. Despite these limitations, Quizlet's potential in promoting autonomous learning, enhancing motivation, and improving language retention is evident. The review recommends future research to address methodological gaps, particularly through randomized controlled trials with diverse participant samples and standardized outcome measures, and suggests investigating Quizlet's effectiveness in broader language domains beyond vocabulary acquisition.

Keywords: Quizlet, vocabulary retention, learner engagement, motivation, technology-enhanced learning

INTRODUCTION

Over the past two decades, the incorporation of technology into English language instruction has transitioned from a supplemental practice to a fundamental pedagogical approach. Technology-enhanced language learning (TELL) utilizes digital platforms to facilitate language acquisition by enhancing accessibility, providing tailored instruction, and offering multimodal input (Reinders & Benson, 2017; Stockwell, 2022). Research within the fields of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) has consistently demonstrated the efficacy of mobile applications in facilitating flexible, self-directed study and promoting learner autonomy (Godwin-Jones, 2018; Nation, 2013).

Among the tools that have gained prominence, Quizlet, created in 2007, has become one of the most frequently utilized digital flashcard platforms, boasting over 60 million monthly active users worldwide (Quizlet Inc., 2023). The platform integrates evidence-based learning principles, such as retrieval practice, which enhances long-term memory (Karpicke & Blunt, 2011; Roediger & Butler, 2011), and distributed (spaced) practice, which promotes lasting retention across various learning contexts (Cepeda et al., 2006; Zhang & Lu, 2022). Quizlet integrates multimodal content (text, audio, visuals) with gamification and adaptive learning strategies, aligning with dual coding theory and facilitating both formal and informal language learning contexts (Dizon & Tang, 2017; Nguyen & Le, 2023).

Empirical research indicates that Quizlet can improve vocabulary retention, elevate learner motivation, and promote engagement in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings. Structured classroom integration and independent assignment utilization have demonstrated substantial vocabulary improvements across various competence levels and educational contexts (Nguyen & Le, 2022; Tran, 2016).

These data demonstrate that Quizlet's versatility enables it to enhance many instructional methodologies and learning requirements.

Nonetheless, the research foundation remains disjointed. The majority of studies concentrate specifically on short-term vocabulary results, typically spanning intervention durations of merely two to six weeks, with less exploration of long-term retention or further language competencies, including grammar, reading, listening, speaking, and writing (Özdemir & Seçkin, 2024). Moreover, methodological inconsistencies—such as diverse comparator designs and insufficient analysis of learner- and context-related moderators—complicate the generalization of findings and the identification of specific conditions under which Quizlet is most effective (Dizon & Tang, 2017; Nguyen et al., 2022).

Given these limitations, a systematic study is necessary to consolidate and critically evaluate the evidence regarding Quizlet's involvement in technology-enhanced English language learning. This study brings together empirical studies published since 2010, analyzing learning results, instructional techniques, and identified advantages and disadvantages. This study seeks to delineate the existing literature and pinpoint research deficiencies, so offering educators, curriculum developers, and researchers empirically grounded insights into the pedagogical advantages and constraints of Quizlet across various English language learning environments.

To guide the review process and ensure a systematic analysis of the literature, the following research questions were formulated:

RQ1: What effects does the use of Quizlet have on vocabulary retention in English language learning?

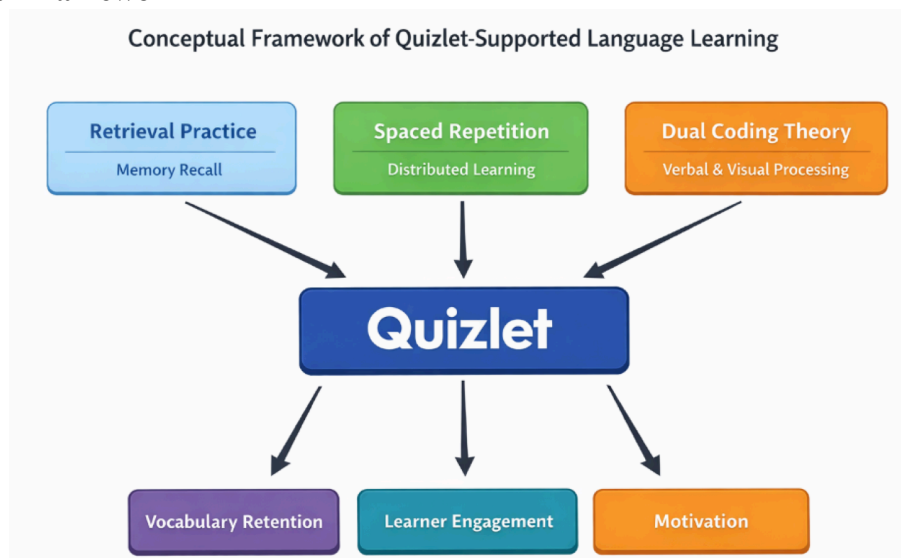
RQ2: How does Quizlet influence learner engagement in English language learning contexts?

RQ3: How does Quizlet affect learner motivation in English language learning?

RQ4: What research designs and methodological trends characterize studies investigating Quizlet in English language learning?

These research questions guide the identification, analysis, and synthesis of the studies included in this systematic review.

Theoretical Framework



The conceptual framework illustrates the theoretical basis for using Quizlet in English language learning. It integrates retrieval practice, spaced repetition, and dual coding theory, which explain how repeated recall, distributed learning, and multimodal input support vocabulary learning. Through these mechanisms, Quizlet contributes to improved vocabulary retention, learner engagement, and motivation.

METHODOLOGY

This study is a systematic literature review (SLR). A **systematic literature review (SLR)** is a transparent, protocol-driven synthesis of research on a focused question that uses comprehensive searches, predefined inclusion/exclusion criteria, and critical appraisal of study quality to summarize and, where possible, quantitatively integrate findings. This study was conducted as follows:

1. Reviewing Protocol and Reporting Guidelines

This systematic review was conducted in accordance with the 2020 guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Page et al., 2021). The technique was developed using the Population–Intervention–Comparison–Outcome (PICO) framework and guided by established best practices for evidence synthesis in educational technology research.

2. Deciding Eligibility Criteria

The inclusion and exclusion criteria were determined using the PICO framework and adapted from the pre-specified research framework. The criteria in this study can be seen in the following table:

Table 1. Inclusion and Exclusion Criteria for Study Selection

Category	Inclusion	Exclusion
Population (P)	English language learners of any age, proficiency level, and educational context.	Learners of languages other than English or populations outside ELL/ESL/EFL contexts.
Intervention (I)	Use of the Quizlet platform (primary or secondary instructional tool) to enhance English learning.	No use of Quizlet; interventions focused on other tools only; purely technical/engineering work on Quizlet without learning focus.
Comparison (C)	Traditional methods, paper flashcards, other digital tools, blended approaches, or no comparator.	— (Not a basis for exclusion by itself).
Outcomes (O)	Learning outcomes (e.g., vocabulary retention, comprehension, grammar), engagement, motivation, academic performance, or pedagogy.	No clear learning/affective outcomes; outcomes unrelated to English learning.
Study design	Empirical research (quantitative, qualitative, mixed-methods).	Editorials, commentaries, book reviews, or pieces lacking empirical data.
Publication type	Peer-reviewed journal articles, conference proceedings, or doctoral theses/dissertations.	Non-peer-reviewed opinion pieces; grey literature without adequate methods/reporting (unless a doctoral thesis).
Publication period	January 2010 – November 2025.	Published before 2010 or after November 2025.
Language	English.	Non-English publications.

Context	Formal and informal English learning environments.	Non-educational contexts or settings unrelated to language learning.
Methodology reporting	Clear methodology and outcome measures reported.	Studies without clear methodology, instruments, or outcome measures.
Duplicates	Unique study version retained (most complete/peer-reviewed).	Duplicate publications of the same study.
Scope specificity	Focus on English learning with Quizlet as a tool within instruction.	Purely technical analyses of Quizlet with no learning outcome focus.

3. Deciding Information Sources

To ensure comprehensive coverage of relevant literature, multiple academic databases and scholarly repositories were searched. The primary databases included Google Scholar, SpringerLink, Elsevier (ScienceDirect), and PubMed. In addition, complementary searches were conducted in IEEE Xplore, ProQuest, JSTOR, and ResearchGate to identify potentially relevant studies that might not appear in the primary databases.

To further enhance the completeness of the search process, backward citation tracking (examining the reference lists of included studies) and forward citation tracking using Google Scholar's "Cited by" feature were also performed. The final database search was conducted on 30 November 2025.

4. Developing Search Strategy

The search strings combined three key concept groups:

1. Technology terms: Quizlet, flashcard*, digital learning, mobile learning, CALL, MALL, educational technology
2. Language learning terms: English language learning, vocabulary, language acquisition, second language, ESL, EFL
3. Outcome terms: effectiveness, achievement, retention, engagement, performance, outcomes

A representative Boolean search string was:

(Quizlet) AND ("English language learning" OR "vocabulary learning" OR "language acquisition" OR "ESL" OR "EFL") AND (effectiveness OR outcomes OR achievement OR retention OR engagement) Filters applied: 1) Peer-reviewed publications only, 2) Date range: 2010–2025, 3) Language: English.

5. Screening Study Selection

All detected records were transferred to Mendeley for reference management, and duplicates were eliminated before screening. The study selection procedure was executed in two phases:

- 1) Screening of titles and abstracts according to inclusion criteria.
- 2) Comprehensive text evaluation to ascertain eligibility.

Each step was conducted by two independent reviewers. Disputes were settled via dialogue or arbitration by an impartial third reviewer. Exclusion reasons at the full-text stage were documented and presented in the PRISMA 2020 flow diagram.

6. Data Extraction and Validation Procedure

Data extraction was conducted using a standardized coding form developed for this review. The coding process focused on systematically organizing information from each study, including bibliographic details, participant characteristics, intervention features, outcome measures, and key findings.

To ensure consistency in the extraction process, the data were carefully reviewed and cross-checked by the researchers. Any uncertainties or discrepancies in coding were discussed and resolved through mutual agreement among the researchers. This process helped maintain the accuracy and reliability of the extracted data for subsequent analysis.

7. Piloting Quality Appraisal

The methodological quality of the included studies was evaluated using the Mixed Methods Appraisal Tool (MMAT), version 2018 (Hong et al., 2018). Each study was assessed across five domains, including the clarity of the research question, appropriateness of the study design, sampling strategy, data collection methods, and interpretation of results.

In line with MMAT guidelines, studies were not assigned an overall numerical score. Instead, each criterion was rated as “Yes,” “No,” or “Can’t tell,” and these item-level ratings were used to provide a descriptive evaluation of the methodological quality of the studies.

The appraisal process was conducted systematically by the researchers to ensure consistency. Any uncertainties in the assessment were discussed and resolved through agreement. The results of the quality appraisal were then used to support the analysis and interpretation of methodological trends within the included studies.

8. Summarizing Data Synthesis

A narrative synthesis was intended, organized by result domains (e.g., vocabulary retention, engagement, motivation), due to the expected variability in study designs, contexts, and outcome measures. Effect sizes were estimated and a random-effects meta-analysis was contemplated if adequate homogeneity was present in intervention type, comparison group, and outcome measurement. The I^2 statistic was utilized to evaluate heterogeneity, while funnel plots were employed to investigate potential publication bias.

RESULTS AND DISCUSSION

The study selection process followed the PRISMA 2020 guidelines to ensure transparency and consistency. A comprehensive search was performed across various databases, and studies were meticulously evaluated to select those that satisfied the inclusion criteria for assessing the effect of Quizlet in language learning.

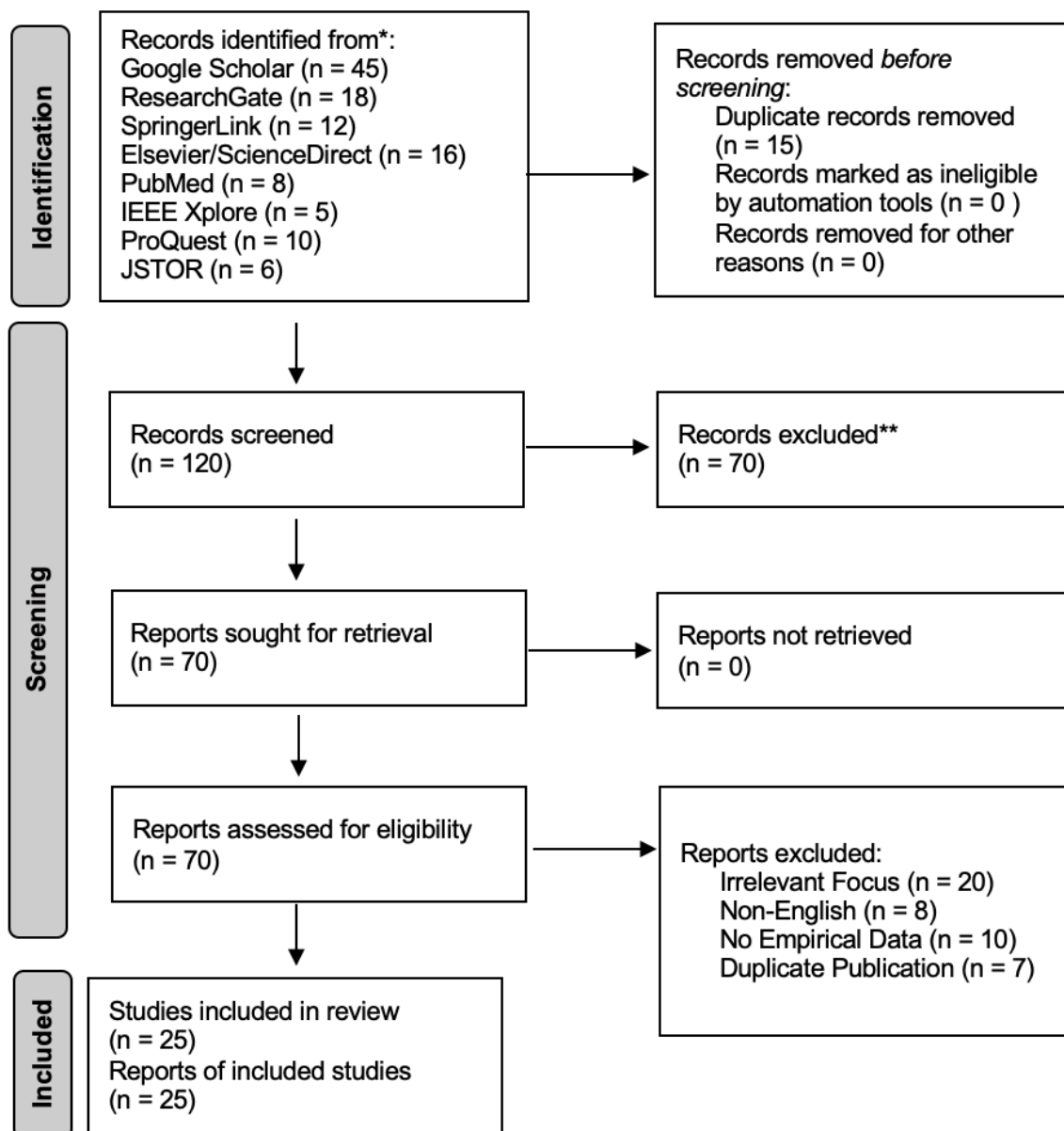


Figure 1. PRISMA Flowchart

The PRISMA flowchart above illustrates the study selection process. A comprehensive search across multiple databases and scholarly repositories, including Google Scholar (45), ResearchGate (18), SpringerLink (12), Elsevier/ScienceDirect (16), PubMed (8), IEEE Xplore (5), ProQuest (10), and JSTOR (6), identified 120 records. Additional records were identified through backward and forward citation tracking, resulting in a total of 135 records for screening. After removing 15 duplicate records, the remaining studies were screened based on titles and abstracts, leading to the exclusion of 70 records that did not meet the predetermined inclusion criteria. Subsequently, 70 full-text articles were assessed for eligibility. During this stage, 45 studies were excluded due to irrelevant focus (n = 20), non-English language (n = 8), lack of empirical data (n = 10), and duplicate publication (n = 7). As a result, 25 studies were included in the final systematic review.

The distribution of research designs in the included studies was evaluated using the MMAT framework to assess methodological quality. The table below highlights the proportions of quantitative non-randomized and quantitative descriptive studies, offering insights into the research design trends within the examined literature.

Table 2. Study design distribution

MMAT category	N	%
Quantitative non-randomized	21	84.0
Quantitative descriptive	4	16.0

The analysis of study designs, as shown in the table above, reveals a clear dominance of quantitative non-randomized studies, accounting for 84.0% of the total sample. This is characteristic of educational technology research, where quasi-experimental and one-group pre-post designs are commonly used to assess the impact of interventions in real-world settings, particularly when randomization is not feasible due to practical or ethical constraints. These non-randomized designs are appropriate for capturing the effects of interventions like Quizlet in authentic classroom environments, though they inherently limit causal inference due to the lack of control over confounding variables.

A smaller proportion of studies (16.0%) utilized quantitative descriptive designs, which typically involve surveys or questionnaires to gather data on learner perceptions, engagement, or self-reported outcomes. While these studies provide valuable insights into learners' experiences and attitudes toward Quizlet, they are limited in their ability to assess actual learning gains or measure long-term impacts. The balance between these two design types suggests that while the effectiveness of Quizlet is often measured through outcome assessments (e.g., vocabulary retention), there is still a notable gap in research employing more robust experimental designs with randomization, which could further validate the findings and strengthen conclusions regarding causal relationships.

The methodological quality of the selected studies was evaluated using the MMAT framework, which examines five critical domains: clarity of the study question, suitability of the design, sampling strategy, data collection techniques, and interpretation of results. The table below encapsulates the findings of this assessment, detailing the distribution of Yes, No, and Can't tell scores for each MMAT item. These ratings provide an extensive overview of the strengths and limitations within the studies, emphasizing areas for enhancement in reporting and methodological rigor.

Table 3. MMAT item-level ratings

MMAT item	Yes	No	Can't tell	Yes % of studies
Q1	25	0	0	25/25 (100.0%)
Q2	24	0	1	24/25 (96.0%)
Q3	0	6	19	0/25 (0.0%)
Q4	25	0	0	25/25 (100.0%)
Q5	18	0	7	18/25 (72.0%)

The MMAT analysis provides valuable insight into the methodological strengths and weaknesses of the included studies. Overall, the studies showed strong performance in several key areas, particularly in research question clarity (Q1) and data collection methods (Q4), both of which were rated 100% "Yes". This suggests that all included studies had well-defined research questions and employed appropriate data collection methods, ensuring that the studies were aligned with their objectives and that the measurement of outcomes was clearly structured.

In terms of design appropriateness (Q2), the majority of studies (96%) were rated "Yes", indicating that the selected study designs were suitable for addressing the research

questions. Only one study was rated “Can’t tell” for this item, suggesting that most studies used designs that were adequately aligned with their goals, such as quasi-experimental or pre/post-test designs. However, despite the high proportion of appropriate designs, there is still a small number of studies (4%) where the design's suitability could not be fully assessed due to incomplete reporting or unclear methodological details.

The most significant weakness was observed in sampling strategy (Q3), with 0% of the studies being rated “Yes” for this item. Six studies (24%) were rated “No” due to inadequate sampling strategies, such as small sample sizes or lack of randomization. The remaining 76% of studies were rated “Can’t tell”, primarily due to insufficient reporting on sampling methods and participant selection. This gap in reporting raises concerns about the generalizability of the findings, as the lack of transparency around sampling strategies limits the ability to assess the external validity of the studies.

Finally, interpretation of findings (Q5) received a 72% “Yes” rating, indicating that the majority of studies appropriately discussed the limitations of their research and avoided over-generalizing their findings. However, 28% of studies were rated “Can’t tell”, meaning that the interpretation of results in these studies was either insufficient or not clearly linked to the reported data. This suggests that while most studies interpreted their findings carefully, some failed to provide adequate contextualization or discussion of the potential limitations of their results.

Given the variability in study designs, contexts, and outcome measures across the included research, a narrative synthesis was conducted, organized by key result domains: vocabulary retention, engagement, and motivation. Where sufficient homogeneity in intervention type, comparison group, and outcome measurement was present, effect sizes were estimated, and a random-effects meta-analysis was considered. Heterogeneity across studies was evaluated using the I^2 statistic, and potential publication bias was investigated through funnel plots.

a) Vocabulary Retention

The majority of studies consistently showed positive effects of Quizlet-based interventions on vocabulary retention. These effects were particularly pronounced when the studies employed spaced repetition and multiple retrieval sessions. Studies using immediate post-tests demonstrated significant improvements in vocabulary recognition, with larger effects seen in low-proficiency learners. However, the evidence was less conclusive for delayed recall tasks, where the magnitude of improvement varied across studies. In studies that assessed retention over longer periods, Quizlet interventions showed moderate to strong effects, especially when the intervention lasted several weeks.

Effect size estimates for vocabulary retention showed moderate to large effects for most studies. The random-effects meta-analysis was feasible for pooled estimates, and results indicated moderate heterogeneity ($I^2 = 45%$) among studies, suggesting that differences in intervention duration and learning context may explain some of the variation in effect sizes. Funnel plots showed no clear evidence of publication bias in this domain.

b) Engagement

Self-reported engagement with Quizlet was generally high, with learners expressing positive attitudes toward the tool's usability, convenience, and its ability to support autonomous learning. Studies that assessed engagement using questionnaires or surveys reported that Quizlet fostered a greater willingness to study and sustained learner interest compared to traditional methods. However, as engagement was typically measured through self-report, these findings should be interpreted with caution.

While the narrative synthesis supports the idea that Quizlet enhances learner engagement, the heterogeneity in measurement (e.g., time-on-task, perceived ease of use, intrinsic motivation) limits direct comparisons across studies. Given this variability, a meta-analysis was not performed for engagement. Funnel plots were inconclusive due to the limited number of studies that directly measured engagement as a primary outcome.

c) Motivation

In terms of motivation, studies consistently reported that learners felt more motivated to engage with vocabulary learning when using Quizlet, particularly in contexts where game-like features (e.g., quizzes, points, leaderboards) were emphasized. This result aligns with the broader literature on gamification and its positive effects on learner motivation. However, motivation was often assessed indirectly (e.g., through engagement questionnaires), which introduces the risk of response bias.

Effect sizes for motivation were small to moderate, with the variation in outcomes largely due to differences in how motivation was defined and measured across studies. Given the heterogeneity in both measurement tools and conceptualizations of motivation, a random-effects meta-analysis was not pursued for this domain. The I^2 statistic indicated significant variability ($I^2 = 50\%$) in effect sizes, which was likely influenced by factors such as intervention structure (e.g., self-paced vs. teacher-led) and cultural context (e.g., motivation levels in different educational systems).

Cross-Study Analysis of Influencing Factors

Across the included studies, several patterns emerge regarding the conditions under which Quizlet is most effective. First, learner proficiency appears to influence outcomes, with lower-proficiency learners often demonstrating greater gains in vocabulary retention, likely due to the structured and repetitive nature of Quizlet-based activities. Second, intervention duration plays an important role, as studies with longer implementation periods generally report more stable and sustained learning outcomes compared to short-term interventions.

In addition, educational level and learning context contribute to variations in effectiveness. Studies conducted in formal classroom settings, particularly at the secondary and tertiary levels, tend to show stronger improvements when Quizlet is integrated into structured instruction rather than used solely for independent study. Furthermore, differences in instructional design, such as teacher-guided use versus self-directed learning, appear to influence learner engagement and motivation. These patterns suggest that the effectiveness of Quizlet is not uniform but depends on how it is implemented and the characteristics of the learners and learning environment.

CONCLUSION

The findings from this systematic review demonstrate that Quizlet is a valuable tool for enhancing vocabulary retention, engagement, and motivation in English language learning. The majority of studies included in the review showed moderate to large positive effects on vocabulary retention, particularly when spaced-repetition and multiple retrieval sessions were incorporated. Engagement and motivation outcomes were also largely positive, with learners reporting higher intrinsic motivation and greater willingness to study when using Quizlet compared to traditional methods. These findings align with prior research that has highlighted the benefits of digital flashcard tools in improving language learning outcomes.

However, while the evidence supports the effectiveness of Quizlet in promoting vocabulary retention and increasing learner engagement, variability in study designs, contexts, and outcome measures limits the ability to draw definitive conclusions. The studies included in this review were predominantly non-randomized, which inherently limits the strength of

causal inferences. Additionally, a significant gap in reporting around sampling strategies and participant demographics in many studies raises concerns about the external validity of the findings. This underreporting of key methodological details hampers the generalization of results to broader learner populations.

Several limitations of this systematic review should be acknowledged. First, the review may be subject to publication bias, as it primarily included peer-reviewed studies, which are more likely to report positive findings. This may have led to an overestimation of the effectiveness of Quizlet in English language learning.

Second, the review was limited to English-language publications, which may have resulted in the exclusion of relevant studies published in other languages. This restriction may reduce the comprehensiveness of the evidence base and limit the generalizability of the findings across different linguistic and educational contexts.

Third, although multiple databases and sources were searched, the review relied on a selected set of databases and repositories, which may not fully capture all relevant studies. Some studies may have been missed due to indexing limitations or differences in database coverage.

Finally, the heterogeneity of study designs, outcome measures, and intervention contexts across the included studies limited the ability to conduct a comprehensive meta-analysis. While a narrative synthesis was appropriate, this approach may reduce the precision of comparisons across studies and affect the strength of the overall conclusions.

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THE CHARACTERIZATIONS OF MISS TRUNCHBULL AS ANTAGONIST IN ROALD DAHL'S *MATILDA*

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ABSTRACT

The present study examines the antagonist in Roald Dahl's *Matilda*, namely Miss Trunchbull. While previous studies focused on feminist and moral values of the protagonist, limited attention has been addressed to the antagonist's role in shaping narrative conflict. The present study employed interpretive qualitative approach to analyze Miss Trunchbull's traits and her role as an antagonistic force in the novel. Through close reading and interactive qualitative data analysis model by Miles, Huberman, and Saldana, the findings reveal that Miss Trunchbull functions as the primary source of conflict, oppression, and fear that drives the narrative forward. Her characterizations, namely rude, authoritarian, arrogant, intimidating, malevolent, cunning, disciplined, and sturdy obstruct the protagonist's development. The present study contributes to children's literature criticism by highlighting the ideological significance of antagonistic characters in literary studies.

Keyword: children literature, characterization, antagonist, Miss Trunchbull

INTRODUCTION

Characters in literature are fictional figures who have certain characteristics, moral values, and emotions that are displayed through their actions and interactions in the story (Abrams, 1999; Gill: 1955). In narrative works, characters play an important role because they convey the message of the story, themes, and conflicts. Understanding of characters in fiction is done by looking at their relationship with the plot, the way the author develops the character and the important changes experienced throughout the story (Pickering & Hoepfer, 1981).

Based on their function, characters in literary works are generally divided into two, namely the protagonist and the antagonist (Demon & Yohannes, 2023; Morner & Rausch, 1998). The protagonist is the main character who is the center of the reader's attention because the conflicts and events in the story are centered on them. On the other hand, the antagonist is the opposite of the protagonist and acts as a source of conflict in the story. The existence of antagonists is very important because without any conflict caused, the storyline will not develop dynamically (Abrams & Harpham, 2012; Baldick, 2015). However, the division of protagonist and antagonist is not always related to absolute moral judgment, as characters in literature are often complex and have a mixture of positive and negative traits that make them feel more realistic (Morner & Rausch, 1998). The antagonist does not always have to be an individual character; it may also be a group of people, a force of nature, or even the internal psychological traits of a character. The term antagonist does not necessarily indicate absolute moral evil because fictional characters often possess both positive and negative qualities (Abrams, 1999: 47; Gill, 1995:127; Kennedy & Gioia, 1995: 68).

As the main character, the protagonist is often the center of attention in literary studies. Many studies focus on the protagonist to reveal the moral message, character development and ideological values contained in the story. However, the meaning of the protagonist cannot be separated from the antagonist. Thus, attention to the antagonist is equally important in understanding the narrative as a whole. A number of empirical studies have examined antagonistic figures in children's literature and popular literature, such as the analysis of Lady of the Green Kirtle in *The Silver Chair* (Iswari et al., 2025), Professor Snape in *Harry Potter*

and the Philosopher's Stone (Suwastini et al., 2023), Maleficent in Mistress of Evil (Suwastini et al., 2022), Grand High Witch in The Witches (Suwastini et al., 2024), as well as Queen Jadis in the Narnia series (Ariyani et al., 2025). These studies show that antagonists have complex characterizations and play an important role in building conflicts, power relations, and ideological messages in literary works.

One of the children's novels that is rich in value is *Matilda* by Roald Dahl. This novel contains various important values, such as heroism, gender roles, and feminism, and is recognized as one of the best children's novels. Therefore, *Matilda* has attracted the attention of many researchers. Several empirical studies have examined this novel from the perspective of gender and feminism, such as the research of Anggraeni (2016) who found the existence of a patriarchal culture in the Wormwood family, and the study of Dickinson (2017) and Suwastini (2021) which revealed the values of feminism in female characters. The value of heroism in this novel has also been analyzed by Hansson (2012) and Beauvais (2015), who affirm that *Matilda* represents a child with high morality who is able to resist the injustice of adults. However, these studies tend to focus on moral messages and protagonists, without paying special attention to the antagonists.

In the novel, Miss Trunchbull is the main antagonist who becomes a source of conflict for *Matilda* and the other students. Miss Trunchbull is portrayed as an authoritarian figure who uses power, violence, and repressive discipline to control the school environment. Although her role is very dominant in building the conflict of the story, until now there have not been many empirical studies that specifically analyze Miss Trunchbull's traits as an antagonist. The analysis of the character of Miss Trunchbull is important to understand the power relations, conflicts, and ideological messages conveyed in the novel. Therefore, this study aims to analyze the characteristics of Miss Trunchbull in Roald Dahl's novel *Matilda* as an antagonist, in order to complement previous studies and provide a more balanced understanding of the role of antagonists in children's literature.

METHOD

The focus of this research is the character of Miss Trunchbull in the novel *Matilda* by Roald Dahl and her function as an antagonist in the story. The entire process was carried out using a four-stage interactive framework by Milis et al. (2014) as shown in Figure 1.

The object of this research is the novel *Matilda*, whose focus is directed to the representation of the character of Miss Trunchbull as well as her actions that reflect her function as an antagonist. This study uses an interpretive qualitative research design because the main objective is to interpret and understand the representation of a literary character and her actions within the narrative context.

Based on Figure 1, all stages of analysis are carried out interactively and simultaneously. The first step is data collection by reading the novel carefully, then noting the important parts and classifications to help gain a thorough understanding of the novel *Matilda*. Through this technique, the researcher can understand the complexity of the storyline as well as the character of Miss Trunchbull. This process is done repeatedly to ensure that the data obtained is robust.

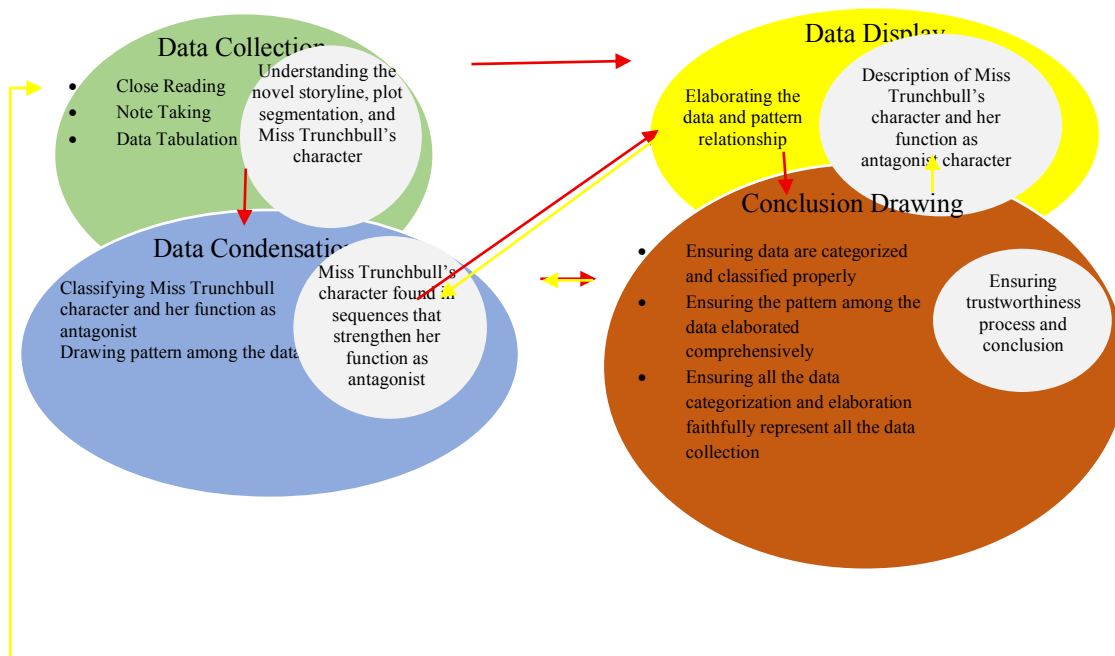


Figure 1. Adaptation of *The Interactive Qualitative Data Analysis Model* by Miles, Huberman, and Saldana (2014)

Next is the process of data condensation and data display which is carried out simultaneously. The data is condensed by grouping the character of Miss Trunchbull and her function as an antagonist. In this stage, the selected excerpts were systematically coded using a thematic coding approach. The coding categories (e.g., rude, authoritarian, arrogant, intimidating, malevolent, cunning, disciplined, and sturdy) were developed through a combination of theory-driven and data-driven processes. Initially, the researcher referred to theoretical concepts of characterization and antagonism (Abrams, 1999; Gill, 1995; Kennedy & Gioia, 1995) to establish preliminary categories. These categories were then refined inductively based on recurring patterns found in the data during repeated readings. The condensed data were then organized and displayed systematically to highlight relationships between traits and their contribution to Miss Trunchbull's role as an antagonist. Finally, conclusion drawing and verification were conducted by interpreting the coded data and reviewing the findings repeatedly. This iterative process continued until no new categories or significant patterns emerged, ensuring the consistency and validity of the analysis.

RESULTS AND DISCUSSION

Table 1 presents a summary of Miss Trunchbull's traits as depicted in the novel. These traits include rude, authoritarian, arrogant, intimidating, malevolent, cunning discipline, and sturdy. By identifying how often particular traits appear in the text, the analysis can highlight the dominant characteristics that shape Miss Trunchbull's antagonistic role. The most frequently appearing traits is rude, which occurs 30 times, followed by authoritarian traits appearing 24 times. The third most common traits that appears arrogant with 18 occurrences, then followed with intimidating traits 16 times, malevolent 5 times, cunning 6 times, followed by discipline appearing 10 times, and sturdy 19 times. The following will explain of these traits in paragraphs along with the evidence of their citations in the novel.

Table 1. Miss Trunchbull's traits

No	Traits	Sub-sequences	Frequency
1	Rude	11b, 12e, 12i, 12k, 16a, 16b, 16c, 16d, 17g, 18d, 18e, 20b, 20c, 20f, 20g, 20h, 21b, 21c, 21f, 22f, 22h, 22m, 23a, 23c, 23d, 23m, 26i, 27a, 27b, 29f	30
2	Authoritarian	11b, 12j, 12k, 17e, 18c, 18e, 18f, 20f, 20h, 20i, 20j, 20k, 21d, 21f, 22g, 22l, 23c, 23d, 26j, 26k, 27b, 29d, 29e, 29g	24
3	Arrogant	12h, 12i, 16a, 17f, 18c, 18d, 20b, 20c, 20j, 21b, 22a, 22d, 22i, 22k, 23a, 23m, 29d, 29f	18
4	Intimidating	10i, 12a, 16e, 17a, 17b, 17d, 17e, 17k, 18b, 18c, 20j, 21b, 22e, 26j, 26o, 29c	16
5	Malevolent	12h, 12k, 20c, 22m, 23a	5
6	Cunning	16th, 17j, 26f, 26g, 26k, 26o	6
7	Discipline	11b, 12k, 16g, 16h, 18e, 19a, 19b, 20a, 20d, 29a	10
8	Sturdy	10h, 12d, 16e, 16g, 16h, 17a, 17b, 17d, 17g, 18g, 18j, 20e, 21c, 22f, 23g, 26k, 29b, 29g, 29m	19

Miss Trunchbull as a Rude Person

Rude refers to behavior that is harsh or hurtful, whether expressed physically or verbally (Mayuuf & Atei, 2024: 778; Townsley et al., 2023: 1). In addition, the Oxford Dictionary (2013: 492) defines rudeness as conduct that is disrespectful, including actions that offend others or violate social norms. These definitions suggest that rude behavior involves a lack of courtesy and an intentional or careless disregard for the feelings of others. Miss Trunchbull's rude traits are the most found in the story. Her rude traits appear 30 times, which includes sub sequences 11b, 12e, 12i, 12k, 16a, 16b, 16c, 16d, 17g, 18d, 18e, 20b, 20c, 20f, 20g, 20h, 21b, 21c, 21f, 22f, 22h, 22m, 23a, 23c, 23d, 23m, 26i, 27a, 27b, 29f. Here is the evidence of Miss Trunchbull's rude traits through sub-sequence 23a when she utters hate speech against children.

Excerpt 1:

"I have never been able to understand why small children are so disgusting. They are the bane of my life. They are like insects. They should be got rid of as early as possible. We get rid of flies with fly-spray and by hanging up fly-paper. I have often thought of inventing a spray for getting rid of small children. How splendid it would be to walk into this classroom with a gigantic spray-gun in my hands and start pumping it. Or better still, some huge strips of sticky paper. I would hang them all round the school and you'd all get stuck to them and that would be the end of it. Wouldn't that be a good idea, Miss Honey?"

(Dahl, *Matilda*, 1988:132)

From the above quote, Miss Trunchbull showed her rude traits in the way she talked about children. She said that the children are disgusting figure by called them "*the bane of my life*" describing that their existence has made her suffer. Miss Trunchbull also compared them to insects that must be eradicated through her statement "*They are like insects. They should be gotten rid of as early as possible. We get rid of flies with fly-spray and by hanging up fly-paper,*" her words showed that she does not care at all and has no empathy for children, including her students. Furthermore, Miss Trunchbull imagined eradicating children using special tools such as "*fly-spray*" or "*huge strips of sticky paper*" to trap them from moving. Through her statement, Miss Trunchbull show of rude traits which is in accordance with the statement of Townsley, Li-Wang, & Katta (2023: 1) that rude is a behavior that is harsh or hurtful, whether expressed physically or verbally. In addition, this trait makes it a major source of conflict in the novel. Her bad and insulting words cause a lot of problems and tension in the

story. This behavior is what drives the development of the story by triggering many important events including Matilda's resistance. In other words, Miss Trunchbull's ruthless nature shows her function as an antagonist, namely to create conflict and as the main source of problems that occur in the story (Morner & Rausch, 1998: 10).

In sub sequence 23d, Miss Trunchbull's rudeness is clearly illustrated by how she talked and acted toward her students in a manner that is both disrespectful and demeaning.

Excerpt 2:

"You are a vile, repulsive, repellent, malicious little brute!" the Trunchbull was shouting. "You are not fit to be in this school! You ought to be behind bars, that's where you ought to be! I shall have you drummed out of this establishment in utter disgrace! I shall have the prefects chase you down the corridor and out of the front-door with hockey-sticks! I shall have the staff escort you home under armed guard! And then I shall make absolutely sure you are sent to a reformatory for delinquent girls for the minimum of forty years!"

(Dahl, *Matilda*, 1988:134)

This quote shows Miss Trunchbull's rude attitude through the insults and threats shown to Matilda. Her rude words such as *vile, repulsive, repellent, malicious little brute* used to accuse Matilda of putting a newt in her glass. This shows Miss Trunchbull's rudeness through insults and sarcasm used to hurt someone (Townesley et al., 2023:1; Mayuuf & Atei's 2024: 778). These words were not only rude, but also hurt and humiliated Matilda in front of the other students. This triggered Matilda's actions to oppose her with her own strength because she felt she had been treated unfairly. Miss Trunchbull's abusive actions had provoked Matilda's anger as the protagonist to defend herself and fight against the injustice she experienced. Therefore, the rude traits displayed by Miss Trunchbull reinforce her role as an antagonist, as she acts in opposition to the protagonist and becomes a source of conflict and suffering (Morner & Rausch, 1998: 10).

In sub-sequence 27b, Miss Trunchbull's rude traits can be seen from Miss Honey's childhood memories when Miss Trunchbull gave her an unreasonable command accompanied by a physical action. Miss Trunchbull often gave her physical abuse. Here's an excerpt

Excerpt 3:

"You haven't seen anything," Miss Honey said. "After my father died, when I was five and a half, she used to make me bath myself all alone. And if she came up and thought I hadn't washed properly she would push my head under the water and hold it there. But don't get me started on what she used to do. That won't help us at all."

(Dahl, *Matilda*, 1988:167)

This quote shows Miss Trunchbull's rude traits through Miss Honey's childhood story. According to Miss Honey's story, Miss Trunchbull forced her to bathe herself and even submerges her head in water as punishment for disobeying her orders. This action indicates the presence of physical aggression that is dangerous. This act is in line with what Mayuuf & Atei's (2024: 778) say that rude is an act that aims to intentionally hurt or degrade another person verbally and physically. In addition, Miss Honey's story is one of the sources that triggered Matilda's desire to punish Miss Trunchbull for her actions. shows this trait to be one of the sources of conflict experienced by the protagonist so that it highlights the function of Miss Trunchbull as an antagonist which means a character who is in conflict with the protagonist as well as who gives rise to conflict in the story (Morner & Rausch, 1998: 10)

Miss Trunchbull as an Authoritarian Headmaster

According to Fromm (1957: 1), an authoritarian figure is someone who seeks to exercise control, maintain dominance, and impose restrictions on others particularly their followers to ensure obedience to their will. Furthermore, Ardonio et al (1950: 9) explained that authoritarian people act defensively towards other who are in a opposite position to them. The appearance of Miss Trunchbull's authoritarian traits in the novel are 24 times, which includes sub sequences 11b, 12j, 12k, 17e, 18c, 18e, 18f, 20f, 20h, 20i, 20j, 20k, 21d, 21f, 22g, 22l, 23c, 23d, 26j, 26k, 27b, 29d, 29e, 29g. In sub sequences 12j, Miss Trunchbull's authoritarian trait is seen when she rejected Miss Honey's request to move Matilda to the upper class because of her cleverness. But even though it has been explained in detail, Miss Trunchbull refused Miss Honey's request because it is not in accordance with the school rules she made. Below is more detailed explanation of 12j sub-sequences.

Excerpt 4:

"No, no!" cried Miss Honey. "That is not my reason at all!" "Oh, yes it is!" shouted Miss Trunchbull. "I can see right through your little plot, madam! And my answer is no! Matilda stays where she is and it is up to you to see that she behaves herself." "But Headmistress, please . . ." "Not another word!" shouted Miss Trunchbull. "And in any case, I have a rule in this school that all children remain in their own age groups regardless of ability. Great Scott, I'm not having a little five-year-old brigand sitting with the senior girls and boys in the top form. Whoever heard of such a thing!"

(Dahl, *Matilda*, 1988:74)

Miss Trunchbull very rejected Miss Honey's request without any objection through her statement *"Not another word!"*. This shows his authoritarianism as a principal who demanded Miss Honey follow the rules she has made without any other consideration. Through this excerpt, the trait of Miss Trunchbull is in accordance with what Adorno et al (1950:9) explained that authoritarian people are defensive towards others who have different positions or opinions. Miss Trunchbull's order is absolute, all the school's citizens must follow the rules. This trait is a terror and a barrier to freedom for all school students. Through this trait, Miss Trunchbull plays the role of an antagonist who creates a source of conflict for other actors, especially the protagonist.

Sub sequence 20f shows Miss Trunchbull's authoritarian trait towards her student, Nigel. This quote very clearly describes his dominance over someone. Here's a further explanation of the 20f sub-sequence.

Excerpt 5:

"I do not want your middle names, you blister!" the Gorgon bellowed. "What is my name?" "Miss Trunchbull," Nigel said. "Then use it when you address me! Now then, let's try again. What is your name?" "Nigel Hicks, Miss Trunchbull," Nigel said.

(Dahl, *Matilda*, 1988:119)

From the above quote, Miss Trunchbull shows her authoritarian leadership in controlling her students. As explained by Fromm (1957:1) an authoritarian seeks to control and dominate his followers to obey his will. Miss Trunchbull demanded that Nigel mention the official title when talking to her. Miss Trunchbull's absolute order caused tension for the students. This shows that he managed to maintain control over his followers. At the same time, it is the main source of problems that arise for other characters. In line with its function as an antagonist who plays a role in giving rise to conflict in the story (Morner & Rausch, 1998: 10)

Furthermore, Miss Trunchbull's authoritarian nature is evident in sub-sequence 221, which illustrates how she uses her power to dictate the actions of those under her authority.

Excerpt 6:

The Trunchbull sensed what the child was thinking and she didn't like it. "Stand up when you speak to me!" she snapped. "What is your name?"

(Dahl, *Matilda*, 1988: 131)

Miss Trunchbull shows her complete control as the principal by demanding absolute obedience to Matilda. This is in accordance with what Formm (1957:1) stated that authoritarian nature is a leader who wants to control her followers. In this novel, her followers are her students. Miss Trunchbull's authoritarian behavior created inner conflicts for the protagonist and other characters, making her an obstacle to freedom at school because she has to follow her every wish and punished characters who went against her will. This is in accordance with the statement that the antagonist is the protagonist's inhibiting figure (Pickering & Hoepfer, 1981: 25).

Miss Trunchbull as an Arrogant Person

Arrogant can be defined as the trait of a person who believes that his beliefs and decisions are always the most correct, rejects the judgments of others and often has excessive confidence in herself when interacting with others so that sometimes it has an emotional impact on others (Saputra et al., 2021:35; Tiberus & Walker, 1998: 379). In the novel, it is found that Miss Trunchbull shows arrogant traits 18 times in sub sequences 12h, 12i, 16a, 17f, 18c, 18d, 20b, 20c, 20j, 21b, 22a, 22d, 22i, 22k, 23a, 23m, 29d, 29f. Miss Trunchbull's arrogant trait first appears in sub sequence 12h. This is the moment when Miss Honey was about to explain that Matilda is a smart girl, but before she can convey it, Miss Trunchbull had already confidently expressed her opinion without any clear evidence. Here is a further explanation of the sub sequence 12h.

Excerpt 7:

"Oh yes, Miss Honey, it darn well is right! In fact, now I come to think of it, I'll bet it was she who put that stink-bomb under my desk here first thing this morning. The place stank like a sewer! Of course it was her! I shall have her for that, you see if I don't! What's she looks like? Nasty little worm, I'll be bound. I have discovered, Miss Honey, during my long career as a teacher that a bad girl is a far more dangerous creature than a bad boy. What's more, they're much harder to squash. Squashing a bad girl is like trying to squash a bluebottle. You bang down on it and the darn thing isn't there. Nasty dirty things, little girls are. Glad I never was one."

(Dahl, *Matilda*, 1988: 73)

Miss Trunchbull confidently accused Matilda of putting a stinky bomb under her desk without providing any clear evidence. This action showed that Miss Trunchbull believed her own judgment and decisions to be the most correct without regard for anything else. In addition, her rude statements such as calling Matilda a "nasty little worm" reflect her superior attitude as she looks down on others. This quote shows the arrogant nature of Miss Trunchbull, which is someone who believes that her beliefs are the most correct (Saputra et al., 2021:35; Tiberus & Walker, 1998: 379). Moreover, her arrogant nature plays an important role in affirming her function as an antagonist. Abrams & Harpham (20212) explain that the antagonist is the main source of conflict in the story. Miss Trunchbull's arrogant nature who always believes her opinion is most correct puts her in conflict with other characters including Matilda as the

protagonist. Miss Trunchbull confidently accuses Matilda of being the perpetrator of the stink bomb and also condescends with a "nasty little worm". This trait became an obstacle that Matilda had to face.

Furthermore, Miss Trunchbull's arrogant nature can be seen from the sub-sequence 22k when she did not believe that Matilda had read books by Nicholas Nickleby. The following is a further explanation.

Excerpt 8:

"You are lying to me, madam!" the Trunchbull shouted, glaring at Matilda. "I doubt there is a single child in the entire school who has read that book, and here you are, an unhatched shrimp sitting in the lowest form there is, trying to tell me a whopping great lie like that! Why do you do it? You must take me for a fool! Do you take me for a fool, child?"

(Dahl, *Matilda*, 1988:129)

This quote shows Miss Trunchbull's arrogant nature through her quick and aggressive rejection of Matilda. Miss Trunchbull accuses Matilda of lying and distrusting her intelligence, even calling her an *unhatched shrimp* due to her young age and early grades. This indicated that she dismisses other viewpoints and assumes that her own beliefs are the only correct ones. This aligns with Saputra et al. (2021: 35), who define arrogance as the attitude of believing that one's own views are superior to others. This behavior suppresses Matilda's abilities and causes harmful emotional effects. Because of these actions, Miss Trunchbull can be considered an antagonist, as she obstructs and creates conflict for the protagonist, Matilda.

Miss Trunchbull's arrogant trait can be seen in sub sequence 23m when Miss Trunchbull accused Matilda of putting a newt in her glass for no apparent reason. Below is an explanation of Miss Trunchbull's arrogant nature in sub sequence 23m.

Excerpt 9:

"I am fed up with you useless bunch of midgets!" roared the Trunchbull. "I refuse to waste any more of my precious time in here!" And with that she marched out of the class-room, slamming the door behind her

(Dahl, *Matilda*, 1988:139)

Miss Trunchbull's actions in the above quote reflect arrogant trait as defined by Saputra et al., 2021:35 and Tiberus & Walker, 1998: 379 that an arrogant person believes that her decision is the most correct, rejects the judgment of others and feels superior to others. Miss Trunchbull confidently alleged that it was Matilda who put the newt in her glass. Although the other students and Miss Honey had stated that no one was moving, she still insisted that Matilda was the culprit. Her rejection of other people's opinions was followed by his condescending words that referred to students as *"useless bunch of midgets"*. Miss Trunchbull dominated the class by showing excessive self confidence as reflected in her statement *"I refuse to waste any more of my precious time in here"* which strongly reflected her arrogant nature. Moreover, Miss Trunchbull's arrogant trait is at odds with Matilda's values of intelligence and courage. This trait is also the main source of problems in the story, as explained by Baldick (2015:18) that the antagonist is a character who is opposed to the main character in a story. Thus Miss Trunchbull's arrogant trait made her as an antagonist who strengthen the storyline and influenced the development of Matilda's character.

Miss Trunchbull as an Intimidating Headmaster

Intimidating is the act of a person who coerces and suppresses through fear or threats directly or indirectly, this also includes signals of domination and implied threats (Murphy,

2014: 33; Anikin, 2024: 2). Miss Trunchbull's intimidating nature appears 16 times in the novel, which is included in the sub sequence 10i, 12a, 16e, 17a, 17b, 17d, 17e, 17k, 18b, 18c, 20j, 21b, 22e, 26j, 26o, 29c. Miss Trunchbull's intimidating behavior will be explained as follows with citation evidence from sub-sequence 17k.

Excerpt 10:

"Do you think she's mad?" Lavender asked. "Who?" "The Trunchbull." "No, I don't think she's mad," Matilda said. "But she's very dangerous. Being in this school is like being in a cage with a cobra. You have to be very fast on your feet."

(Dahl, *Matilda*, 1988: 99)

This quote describes Miss Trunchbull's bullying through the perspective of Lavender and Matilda who compared her to a cobra, a deadly animal with dangerous abilities and sudden aggressive attacks. Matilda's statement *that being in this school is like being in a cage with a cobra* showed that the students, including herself, feel an aura of threat that must always be watched out. This is in line with the definition of intimidating by Anikin (2024:2), namely as a perpetrator who uses domination to cause fear of others. Without any direct action, Lavender and Matilda's reaction explains how Miss Trunchbull manages to bring out the dominance that affects the tension of the school state in accordance with the antagonist character stated by Pickering & Hooper, (1981: 25) that the antagonist is the character who creates conflict for the protagonist character.

In the next sub sequence, namely sub sequence 21b, when Miss Trunchbull tests Rupert's multiplication ability. Through the analysis of this quote, Miss Trunchbull shows her intimidating nature which emanates from the terrifying aura and pressure on Rupert. Here is the explanation for sub sequence 21b.

Excerpt 11:

The Trunchbull started advancing slow and soft-footed upon Rupert in the manner of a tigress stalking a small deer. Rupert suddenly became aware of the danger signals and quickly tried again. "It's eighteen!" he cried. "Two sevens are eighteen, not sixteen!"

(Dahl, *Matilda*, 1988:124)

The above quote clearly reflected the intimidating nature of Miss Trunchbull. Miss Trunchbull approached Rupert slowly and projected an aura of threat "in the manner of a tigress stalking small deer" a form of pressure that caused fear even before the verbal threat. This action is in accordance with the definition of intimidating by Murpghy (2014) and Anikin (2024) as a behavior that suppresses and controls others through fear, domination signals as well as implied threats. Rupert's response also showed that he was aware of "danger signals" so that it had an impact on his panicked actions. Miss Trunchbull's intimidating nature further confirmed her role as the antagonist in the story. Abrams and Harpham (2012) state that antagonists are the source of conflict in stories. While Baldick (2015) explains that the antagonist functions as an opposing force that magnifies the protagonist's obstacles. Through Miss Trunchbull's intimidation toward her students, Miss Trunchbull created inhibiting pressure for other characters that indirectly affected the protagonist's actions and development.

Sub sequence 22e showed Miss Trunchbull's intimidating nature, as she exerted pressure and implied implicit threats to Eric when he answers Miss Trunchbull's questions incorrectly. It is explained as follows.

Excerpt 12:

In two large strides the Trunchbull was behind Eric's desk, and there she stood, a pillar of doom towering over the helpless boy. Eric glanced fearfully back over his shoulder at the monster. "I was right, wasn't I?" he murmured nervously.

(Dahl, *Matilda*, 1988: 127)

This quote clearly described Miss Trunchbull's intimidating nature. The way Miss Trunchbull moved quickly towards Eric and dominated to the point of being described as "a pillar of doom towering over the helpless boy" suggested a hint of domination and an implicit threat that created fear. This trait is in accordance with the definition of intimidating put forward by Murphy (2014) and Anikin (2024), namely the act of suppressing and controlling others through fear and indirect threats. Eric's frightened reaction to speaking nervously showed the impact of the strong pressure exerted by Miss Trunchbull. More than that, this trait also confirms her character as an antagonist in the story. With this trait, Miss Trunchbull causes pressure on her students. In addition, the emergence of conflicts and tensions that clearly hinder other characters, including the protagonist. This is in line with the statement of Morner & Rausch, 1998: 10 that the antagonist is the one who creates conflict and hinders the protagonist

Miss Trunchbull as a Malevolent Headmaster

Malevolent is a malicious intention or desire that aims to hurt and harm others (Perchtold-Stefan et al., 2020; Szabó et al., 2022). This trait appears 5 times in sub sequences 12h, 12k, 20c, 22m, 23a. In the sub sequence 12k showed Miss Trunchbull's malevolent traits when Miss Honey tried to convince Miss Trunchbull that Matilda is a smart student, but Miss Trunchbull thinks Matilda is a naughty girl. Here is the explanation.

Excerpt 13:

"What's more, they're much harder to squash. Squashing a bad girl is like trying to squash a bluebottle. You bang down on it and the darn thing isn't there. Nasty dirty things, little girls are. Glad I never was one."

(Dahl, *Matilda*, 1988:73)

The above quote shows Miss Trunchbull's malevolent nature who expresses her desire to hurt girls. Defining them as dirty and proud to never be one of them. She compared girls to blue flies as pests that are easily destroyed, implying destructive intent that is physically as strong as well as emotional. This is in line with the definition of malevolent nature by Szabó et al., (2022) & Perchtold-Stefan et al., (2020) that malevolent nature is the intention to harm others. Miss Trunchbull's malevolent behavior in the above quote reinforced her character as the antagonist in the story. As an antagonist, the role of Miss Trunchbull is to create conflict or obstacles for the protagonist (Pickering & Hoeper, 1981: 25). Miss Trunchbull's malevolent traits is a threat to the students who make the school environment full of fear that triggered the protagonist to react to take action. In other words, Miss Trunchbull's malevolent nature is a negative trait that serves as a driver of conflict and clarified her antagonistic character.

Sub sequence 20c when Miss Trunchbull held a weekly test. Miss Trunchbull began her class with a hateful speech to the students that brought out her malevolent nature. Below is a further explanation of Miss Trunchbull's malevolent nature in sub sequence 20c.

Excerpt 14:

"to think that I am going to have to put up with a load of garbage like you in my school for the next six years. I can see that I'm going to have to expel as many of you as possible as soon as possible to save myself from going round the bend."

(Dahl, *Matilda*, 1988: 118)

The above quote showed the malevolent nature possessed by Miss Trunchbull. Her remarks calling students "load of garbage" and her desired to "expel as many of you as possible as soon as possible" reflect her evil intentions and a conscious desire to hurt and harm others. This is in line with the definition of malevolent according to Perchtold-Stefan et al. (2020) and Szabó et al. (2022), which states that malevolent is an evil intention or intent that aims to harm and harm others. Furthermore, this trait further confirms his role as the antagonist in the story. Pickering & Hoepfer (1981) explain that the antagonist serves as a creator of conflict and obstacle for the protagonist, while Baldick (2015) emphasizes that the antagonist acts against the inhibition of the protagonist. With malicious intentions reflected in threats against her students, Miss Trunchbull created conflict pressure that hinders the development of other characters including the protagonist. Thus, this trait not only describes her personality but also strengthens her function as an antagonist who is the source of conflict in the story.

Sub sequence 22m shows Miss Trunchbull's malevolent nature as Matilda said her last name is Wormwood. Miss Trunchbull revealed a bad review after buying a car at Mr. Wormwood. Below is a further explanation of the 22m sub sequence.

Excerpt 15:

"...The whole thing was filled with sawdust! The man's a thief and a robber! I'll have his skin for sausages, you see if I don't!"

(Dahl, *Matilda*, 1988: 132)

The 22m quote shows Miss Trunchbull's very strong malevolent nature. Her expression full of anger because her car did not match what Mr. Wormwood said. Phrases such as "The Man's a thief and a robber" and "I'll have his skin for sausages" indicated her evil desire to hurt others. This statement fits the definition of malevolent as malicious intent that seeks to harm others (Perchtold-Stefan et al., 2020; Szabó et al., 2022). Moreover, through this trait Miss Trunchbull's function as an antagonist is clearly visible. Miss Trunchbull threatened to ensure Matilda's behavior while at school. Miss Trunchbull's actions are in line with those explained by Pickering & Hoepfer (1981) that the antagonist is the one who plays the role of creating obstacles for the protagonist.

Miss Trunchbull as a Cunning Person

According to Wen (in Suwastini, Utami & Paramita, 2024: 63) cunning is the power to deceive someone for personal gain. Miss Trunchbull demonstrates this cunning nature in several parts of the story, where her actions reveal deliberate attempts to mislead or control others. Miss Trunchbull showed cunning traits 6 times in sub sequences 16th, 17j, 26f, 26g, 26k, 26o. In sub sequence 17j, Miss Trunchbull's cunning nature indirectly emerges through Matilda and Lavender's conversation. The following is an explanation of Miss Trunchbull's cunning nature that appears in sub sequence 17j.

Excerpt 16:

"And that is the Trunchbull's great secret." "Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog. Make sure everything you do is so completely crazy it's unbelievable."

(Dahl, *Matilda*, 1988:99)

The above quote is a quote from Matilda that indirectly describes Miss Trunchbull's cunning nature. Cunning is the ability to deceive others for personal gain. Miss Trunchbull showed this trait through a calculated way of thinking and acting. An indirect quote by Matilda's dialogue *"And that is the Trunchbull's great secret. Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog. Make sure everything you do is so completely crazy, it's unbelievably,"* reveals Miss Trunchbull's strategy in maintaining her power and authority at school. Miss Trunchbull's cruel actions were a deliberate form of her ingenuity. Using extreme and crazy behavior as a tool of manipulation so that others are afraid and confused so that they do not dare to question her actions. By acting beyond reason, Miss Trunchbull managed to deceive the surrounding environment and achieve her goal. In addition, this trait strengthens the function of Miss Trunchbull as an antagonistic figure. As stated by Abrams & Harpam (2012:11), an antagonist is a character who is in conflict with the main character as well as a source of problems in the story. Miss Trunchbull consistently hinders Matilda's development by creating a creepy school atmosphere. Through cunning coupled with extreme actions, Miss Trunchbull becomes a major obstacle for Matilda and the other students.

One of clear examples of this can be seen in sub-sequence 26k, which is explained through Miss Honey's story to Matilda. Here's a further explanation.

Excerpt 17:

"Well," Miss Honey said, "when I got my teacher's job, the aunt told me I owed her a lot of money. I asked her why. She said, 'Because I've been feeding you for all these years and buying your shoes and your clothes!' She told me it added up to thousands and I had to pay her back by giving her my salary for the next ten years. I'll give you one pound a week pocket-money," she said. 'But that's all you're going to get.' She even arranged with the school authorities to have my salary paid directly into her own bank. She made me sign the paper."

(Dahl, *Matilda*, 1988:163)

The quote clearly shows Miss Trunchbull's cunning as opposed to Miss Honey's. Miss Trunchbull took advantage of Miss Honey's circumstances to gain her personal advantage of money. Miss Trunchbull agreed to take care of Miss Honey since childhood as a family, but she has other intention. She took advantage of Miss Honey's helplessness and manipulated her by declaring her sacrifice, Miss Trunchbull demanded an unreasonable payment and even arranged Miss Honey's salary directly into her account. This clearly showed Miss Trunchbull's cunning trait of taking advantage of others for personal gain and this behavior with the definition of cunning stated by Wen's (in Suwastini, Utami & Paramita, 2024: 63). Miss Honey's story about her situation triggered Matilda's desire to fight, becoming one of the reasons to use her power against Miss Trunchbull. Indirectly becomes the main driver of the storyline as an antagonist.

Furthermore, Miss Trunchbull's cunning trait appear indirectly through Miss Honey's story to Matilda regarding her father's will. Below is a further explanation of sub sequence 26o.

Excerpt 18:

"But my aunt produced a piece of paper supposedly written by my father saying that he leaves the house to his sister-in-law in return for her kindness in looking after me. I am certain it's a forgery. But no one can prove it."

(Dahl, Matilda, 1988: 166)

The above quote clearly reveals Miss Trunchbull's cunning nature in manipulating circumstances for personal gain. In Miss Honey's confession, it is seen that Miss Trunchbull deliberately forged documents to seize the inheritance rights of Miss Honey's father's house. This act reflected the definition of cunning according to what Wen (in Suwastini et al., 2024: 63) conveys, namely the ability to deceive others for one's own interests. Miss Trunchbull committed fraud by carefully calculating and fully aware of the loopholes in. This event triggers Matilda's desire to fight her. Making Miss Trunchbull fulfils her function as an antagonist. According to Abrams & Harpam (2021:18), antagonists are the main source of conflict that hinders the development of the protagonist. In the case of Miss Trunchbull's contents, it succeeded in triggering Matilda's desire as the protagonist to fight. Thus, through this trait, Miss Trunchbull emphasizes her function as an antagonist in the story.

Miss Trunchbull as a Discipline Headmaster

Discipline refers to the trait of a person who obeys rules, including training others by using punishment to correct non-compliance (Utami et al., 2020:123). Miss Trunchbull's discipline traits appear 10 times in sub sequence 11b, 12k, 16g, 16h, 18e, 19a, 19b, 20a, 20d, 29a. Although Miss Trunchbull is filled with bad qualities, this discipline is one of her positive traits, even though she implements it with excessive violence that causes deviations to become negative characters. Here is an excerpt from sub-sequence 12k.

Excerpt 19:

"Not another word!" shouted Miss Trunchbull. "And in any case, I have a rule in this school that all children remain in their own age groups regardless of ability. Great Scott, I'm not having a little five-year-old brigand sitting with the senior girls and boys in the top form. Whoever heard of such a thing!"

(Dahl, Matilda, 1988:76)

This quote describes the strict rules at school by Miss Trunchbull. The rules to require students refused Miss Honey's request to move Matilda to the upper class, this was evident from the sentence that shouted *"Not another word!"* reflects her adherence to the existing rules and demands that Miss Honey comply with them. In accordance with the definition of discipline by Utami et al (2020:123) which states that discipline is an obedient trait while training others to obey rules. Miss Trunchbull's insistence on rules reflects a high commitment to consistency, but this action creates obstacles for smart students like Matilda. Without listening to Miss Honey's explanation, he instead accuses Matilda of being a nosy naughty girl. This emphasizes his character as an antagonist and with this trait becomes the beginning of the emergence of conflict.

In sub sequence 16b the nature of Miss Trunchbull's discipline is explained indirectly by Miss Honey's explanation

Excerpt 20:

"A word of warning to you all," Miss Honey said. "The Headmistress is very strict about everything. Make sure your clothes are clean, your faces are clean and your hands are clean. Speak only when spoken to. When she asks you a question, stand up at once before you answer it. Never argue with her. Never answer back. Never try to be funny. If you do, you will make her angry, and when the Headmistress gets angry you had better watch out."

(Dahl, *Matilda*, 1988:113)

Miss Trunchbull's disciplined trait was reflected in Miss Honey's warning. This warning showed that Miss Trunchbull demanded absolute adherence to the school's rules, from cleanliness and body posture, to the prohibition of arguing or joking. In accordance with the definition of discipline according to Utami et al (2020:123), discipline is not only related to compliance with rules, but also includes the act of training and correcting non-compliance through punishment. Miss Trunchbull's rules are one-sided and accompanied by threats that create fear. Her disciplined attitude accompanied by extreme punishment strengthens her position as an antagonist. In accordance with the opinion of Abrams & Harpam (2012) and Baldick (2015) that the antagonist is a character who is the main source of conflict and hinders the development of other characters. In this case, Miss Trunchbull along with her extreme rules and punishments become a force to hinder the freedom and development of students, including the main character.

In sub sequence 20d, Miss Trunchbull's disciplined nature appeared when she inspected the classroom and inspected Nigel.

Excerpt 21:

"Now put your hands out in front of you. And as I walk past I want you to turn them over so I can see if they are clean on both sides." The Trunchbull began a slow march along the rows of desks inspecting the hands.

(Dahl, *Matilda*, 1988:119)

Sub sequence 20d showed that Miss Trunchbull applied very strict and detailed rule. She not only set hygiene rules but also supervised them directly. This inspection act sent discipline as a behavior control that emphasizes compliance as explained by Utami et al. (2020) non-compliance leads to punishment or abusive treatment. This did not stop at the inspection, Miss Trunchbull then spoke harshly and condescendingly to Nigel. This attitude strengthens Miss Trunchbull's position as an antagonist. According to Abrams and Harpam (2012) and Baldick (2015), an antagonist is a character who is a source of conflict and hinders other characters. In this scene, Miss Trunchbull creates conflict through excessive discipline and punishment.

Miss Trunchbull as a Sturdy Person

Miss Trunchbull is described as a sturdy character in the novel. The sturdy traits appear 19 times in sub sequences 10h, 12d, 16e, 16g, 16h, 17a, 17b, 17d, 17g, 18g, 18j, 20e, 21c, 22f, 23g, 26k, 29b, 29g, 29m. She fulfill what Shiffrin (2004: 846) explains that sturdy is a strong figure both physically and personally. This trait is one of Miss Trunchbull's positive traits but is implemented rudely so that it deviates into a negative. In sub sequence 21c Miss Trunchbull showed her sturdy trait by lifting Rupert's hair using her giant hand.

Excerpt 22:

She took a firm grip on Rupert's long golden tresses with her giant hand and then by raising her muscular right arm, she lifted the helpless boy clean out of his chair and held him aloft. Rupert yelled. He twisted and squirmed and kicked the air and went on yelling like a stuck pig, and Miss Trunchbull bellowed, "Two sevens are fourteen! Two sevens are fourteen! I am not letting you go till you say it! "From the back of the class, Miss Honey cried out, "Miss Trunchbull! Please let him down! You're hurting him! All his hair might come out!" "And well it might if he doesn't stop wriggling!" snorted the Trunchbull. "Keep still, you squirming worm!"

(Dahl, *Matilda*, 1988:124)

Sturdy refers to a figure who is physically strong while having a dominant personal character. This is evident in the description of Miss Trunchbull's action of *"taking a firm grip"* and lifted Rupert with one hand using her muscular arms. Miss Trunchbull's physical strength is portrayed in an extreme, confirming her physical superiority over the students. Miss Trunchbull used her physical strength and authority to force Rupert to answer math questions, while ignoring the victim's cried of pain as well as Miss Honey's pleas. Her actions show a strong, unempathetic, and authoritarian personal strength. This attitude emphasizes Miss Trunchbull's position as an antagonist. In line with Abrams and Harpham (2012) and Baldick (2015), antagonists are characters who are the main source of conflict and hinder the development of other characters. In this scene, Miss Trunchbull creates conflict through the abuse of physical force causing fear, suffering, and insecurity for the students.

Miss Trunchbull sturdy traits appear in sub sequence 22f. In this sub sequence, Miss Trunchbull punished Eric by pulling his ears until his body is lifted.

Excerpt 23:

"I haven't started yet," the Trunchbull said briskly. And now, taking a firm grip on his two ears, she lifted him bodily out of his seat and held him aloft. Like Rupert before him, Eric squealed the house down. From the back of the class-room Miss Honey cried out, "Miss Trunchbull! Don't! Please let him go! His ears might come off!"

(Dahl, *Matilda*, 1998: 127)

Miss Trunchbull was able to lift Eric up just by grabbed both of his ears. This action showed incredible physical strength. In addition, Miss Trunchbull's personal strength is evident in her cold and unempathetic behavior, as seen in her words, *"I haven't started yet,"* implying a further threat. She continues her actions even though Miss Honey begged for Eric's release, this is in accordance with Shiffrin (2004:846) definition of sturdy, which depicts a physically strong figure as well as having dominant personal strength. Strengthening Miss Trunchbull's function as an antagonist. In line with Abrams and Harpham (2012) and Baldick (2015), antagonists are characters who are the main source of conflict and hinder the development of other characters. In this scene, Miss Trunchbull created conflict through excessive and intimidating use of force, causing fear and suffering in students and hindering the creation of a safe learning environment.

The following is an excerpt that explains the sturdy nature of Miss Trunchbull through sub-sequence 29g.

Excerpt 24:

In two strides the Trunchbull was beside him, and by some amazing gymnastic trick, it may have been judo or karate, she flipped the back of Wilfred's legs with one of her feet so that the boy shot up off the ground and turned a somersault in the air. But halfway through the somersault she caught him by an ankle and held him dangling upside-down like a plucked chicken in a shop-window.

(Dahl, *Matilda*, 1988:177)

The sub sequence above showed the great power of Miss Trunchbull. Her ability to successfully flipped a child into the air with a single kick showed how strong her physique is. Not only strength, but the ability to control movement control as if it was a common thing that she did often. Hanged Wilfred with one hand also really showed how strong Miss Trunchbull's hand muscles are. The sentence *like a plucked chicken in a shop-window* confirm that raising a child is not a difficult thing for her. This is in accordance with Shiffrin (2004: 846) statement that sturdy is a strong figure both physically and personally. Yet Miss Trunchbull's extraordinary powers were poorly implemented as a means of punishing students excessively. This power is a threat to all her students at school, making her an obstacle to the safety of other characters including the protagonist. Thus, Miss Trunchbull's physical strength, skills and steadfastness become a terrifying antagonist and play an important role in creating conflict in the storyline.

CONCLUSION

Miss Trunchbull in the novel *Matilda* has a very important role in building the story. The result of this research not only identifies negative traits such as rude, authoritarian, arrogant, intimidating, malevolent, and cunning, but also shows that these traits function to create conflict that supports the development of the main character, Matilda. In other words, the antagonist is not only an evil character, but also an important element that helps deliver the message and values of the story. In addition, it can be seen that antagonist characters in children's literature have high complexity. Some traits, such as discipline and being sturdy, seem positive traits, but they become negative because they are used for personal interest and to control everything in a one-sided way. This shows that characters in literature can have a mix of traits, which makes the story more realistic and meaningful. It is expected that future researchers can analyze antagonist characters from other perspectives, such as feminism, psychology, or the ideology of female leadership power. Furthermore, comparative studies between several antagonist characters in children's literature can be conducted to find broader character patterns. Future research can also explore how readers understand and respond to antagonist characters in literature learning.

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MOVE AND STEP ANALYSIS OF THE TEXTUAL CONTENT ON THE OVERVIEW PAGE OF THE JUMEIRAH BALI WEBSITE

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ABSTRACT

Tourism and hospitality industries are growing rapidly and encouraging digital communication transformation. This study aims to examine the rhetorical structure in the form of moves and steps in the textual content of the Jumeirah Bali website, particularly the Overview page, using an established analytical framework of move analysis to map communicative units in the text. The data were analyzed qualitatively to identify the communicative units of each segment, such as attracting attention, introducing features, narrating brand values, and encouraging booking actions. The result identified 10 moves and 10 steps on the Overview subpage, covering hotel descriptions, accommodation types or room categories, main facilities, and special offers (packages). Theoretically, these findings expand the application of move analysis from academic and professional texts to digital hospitality media. Practically, mapping moves and steps provides guidance for designing user experience-oriented web content, namely organizing essential information at the beginning, clarifying value propositions, and aligning calls to action with visitor needs.

Keyword: move and step analysis, website, jumeirah bali, textual content analysis

INTRODUCTION

The tourism and hospitality industry is one of the world's fastest-growing and most influential sectors, generating employment and strengthening the global economy (Ashley et al., 2007). In Indonesia, Bali functions as a leading contributor, with a substantial portion of regional income derived from tourism and hospitality (Putra & Astawa, 2022). The island offers diverse destinations, including beaches, mountains, and religious sites, supported by a mature accommodation ecosystem. According to the Central Bureau of Statistics of Bali Province (2024), Bali hosts more than 1,400 starred hotels distributed across its districts and cities. In May 2024, occupancy reached 66.1% for starred properties and 47.02% for non-starred properties, indicating robust demand and a clear market segmentation.

Within this context, Jumeirah Bali, located in Pecatu, Uluwatu, represents a five-star property operated by a Dubai-based group with a global network (Jumeirah, 2024). Its appeal derives not only from location and service standards but also from a distinctive architectural concept that integrates Hindu–Javanese elements from the Majapahit period with contemporary design. This hybrid aesthetic reinforces brand identity and shapes guest expectations. In parallel, Jumeirah's digital presence plays a crucial role. Its official website functions as a primary marketing and communication platform, offering structured information about rooms, facilities, and promotional packages. As such, the website becomes a key communicative space where textual organization influences how users interpret and engage with the brand.

In hospitality, defined as a service industry that prioritizes guest comfort, safety, and satisfaction (Jones, 1996), websites act as the principal interface between providers and potential guests. A website is not merely a collection of interlinked pages presenting multimedia information (Abdullah et al., 2016; Agung, 2001), but also a structured information system that guides users through hyperlinks and organized content (Muhyidin et al., 2020). Therefore, examining how information is rhetorically structured on such platforms is essential to understanding how hotels communicate value, direct user attention, and encourage interaction.

Previous studies have shown that communication in tourism contexts can be effectively analyzed through linguistic and multimodal perspectives. Paramarta et al. (2021), for instance, demonstrate that the structure of government websites reflects communicative intent and

ideological positioning, suggesting that digital interfaces are rhetorically organized rather than neutral. Similarly, Artawa et al. (2023) and Paramarta et al. (2022) highlight how multilingual elements in hospitality signage combine global and local identities, a strategy that parallels how hotel websites integrate brand voice with cultural representation.

Further research by Paramarta (2022) emphasizes that spatial layout and visual-textual design guide audience attention, a principle directly applicable to webpage organization and navigation. In addition, Nugraha et al. (2021) show that meaning in service contexts emerges from multimodal interaction, including text, visuals, and gestures, reinforcing the idea that website communication is inherently multimodal. Supporting this, Adnyani et al. (2021) stress the importance of clear visual hierarchy and accessibility in multimedia design, while Wibawa et al. (2021) underline the need for linguistic precision in tourism discourse. These findings collectively suggest that effective communication in tourism relies on structured, purposeful, and user-oriented design, which is also fundamental to website content organization.

Moreover, studies on tourism education (Kusumastiti & Palupiningsih, 2021; Kurniarini et al., 2021) indicate that clarity, sequencing, and communicative effectiveness are essential competencies in the tourism sector. This further implies that hospitality websites must present information in a coherent and structured manner to meet professional communication standards and audience expectations. Complementing this perspective, Paramarta et al. (2023) show that textual framing in tourism promotion constructs destination image, highlighting the persuasive function of language in shaping user perception.

Despite these insights, most previous studies focus on physical signage, multimodal interaction, or general digital communication, rather than explicitly analyzing the rhetorical organization of website texts. This creates a gap in understanding how textual content on hospitality websites is systematically structured to achieve communicative goals.

Move analysis provides an appropriate analytical framework to address this gap. Rooted in rhetorical theory, move analysis examines how texts are organized into functional units (moves) that serve specific communicative purposes, supported by smaller elements called steps (Bhatia, 1993). Hyland (2004) further explains that such structures enable texts to achieve coherence and effectiveness by organizing information strategically.

However, existing applications of move analysis have largely focused on academic genres, such as abstracts (Kaya & Yağız, 2020; Nurcik et al., 2022; Putri et al., 2021; Suryani & Rismiyanto, 2019), introductions (Setiawati et al., 2021), and discipline-specific writing (Maswana et al., 2015). While some studies extend to non-academic texts, such as recommendation letters (Afful & Kyei, 2020) and student reviews (Izdihar et al., 2022), applications to digital hospitality websites remain limited.

Therefore, this study addresses the identified gap by applying move and step analysis to the Overview page of the Jumeirah Bali hotel website. By identifying how textual segments are sequenced and how communicative purposes are realized, this study demonstrates how hospitality websites strategically organize content to introduce offerings, highlight features, construct brand identity, and encourage user engagement. In line with this objective, the study is guided by the following research question: What moves and steps appear on the Overview page of the Jumeirah Bali hotel website?

Through this investigation, the study extends move analysis beyond traditional academic genres and contributes to a deeper understanding of rhetorical practices in digital hospitality communication.

METHOD

This study employed a qualitative research design to analyze the textual content of the Jumeirah Bali hotel website. A qualitative approach was selected because it enables an in-depth examination of textual data, particularly in identifying patterns of meaning, structure, and

communicative function within naturally occurring discourse. This aligns with the research objective, which is to describe systematically how textual elements are organized rather than to measure or quantify them. As noted by Sandelowski (2000), qualitative research emphasizes presenting data in its original form while preserving its contextual meaning, making it particularly suitable for analyzing authentic website content.

Furthermore, this study adopts a genre analysis perspective, specifically move and step analysis as proposed by Bhatia (1993). Genre analysis focuses on how texts are structured to achieve specific communicative purposes, requiring detailed and interpretive examination of textual units. Therefore, a qualitative textual approach is the most appropriate method, as it allows the researcher to identify rhetorical patterns, categorize functional units (moves), and interpret how these units contribute to the overall communicative goals of the website. This approach ensures alignment between the research design and the analytical framework used in the study.

The data source is the official Jumeirah Bali website (<https://www.jumeirah.com/id/stay/bali/jumeirah-bali>), which functions as a promotional and informational platform for the hotel. The analysis focuses specifically on the Overview page, as it represents a key entry point for users and encapsulates the main communicative strategies of the website. Data were collected through observation of the textual content using an observation sheet developed based on Bhatia's (1993) genre analysis model and adapted to the needs of this study. The observation sheet was structured in the form of a table containing move and step categories, indicators of communicative function, and a column for textual evidence. This instrument facilitated systematic and consistent identification of rhetorical patterns across the dataset.

Table 1. Observation sheet of the move and step approach adapted from framework by Bhatia (1993)

No	Move	Step	Communicative Function	P	A	Example Text/Visual Evidence	Note
				<i>Present / Absent</i>			
1	Establishing credentials	Hotel name and location	Introducing the hotel's basic identity				
		Year established / brief history	Demonstrating credibility and experience				
2	Describing services & facilities	Room and hotel facilities	Describing comfort and amenities offered				
		Additional services (spa, gym, etc.)	Attracting attention with added value				
3	Promoting the location	Geographical advantages	Highlighting a strategic or attractive location				
4	Including endorsements	Testimonials, ratings, and awards	Building trust through third-party endorsements				
5	Offering incentives	Special offers or discounts	Encouraging action with incentives				
6	Targeting the customer	Mentioning specific customer segments	Aligning promotion with audience needs				
7	Soliciting response	Call to action/contact prompt	Prompting direct action ("Book Now", "Contact Us")				

Data analysis was performed using Bhatia's (1993) genre analysis approach. Each text segment was identified, coded, and classified according to its communicative function. The classification was then aligned with the rhetorical structure in the genre analysis model to evaluate the fit between the actual structure of the text and the theoretical framework applied as a reference. The analysis was conducted manually through repeated reading and thorough observation of each part of the text to ensure consistency and accuracy in interpreting the identified moves and steps.

The analysis results are presented in a descriptive narrative form and supplemented with tables to clarify the structure of the analyzed text. This approach allows for detailed mapping of the move and step patterns on the overview page and shows how these patterns support the communicative purpose of the site in the context of hotel promotion

RESULTS AND DISCUSSION

This study focuses on identifying the pattern of moves and steps on the Overview page of the Jumeirah Bali hotel website and analyzing the rationale behind its textual structure. The Overview page was deliberately selected based on its strategic role as the primary entry point for users and as a summary page that integrates key information about the hotel. It typically contains essential content, including a general description of the hotel, accommodation types, facilities, and promotional offers. As such, this page functions as a central hub that introduces the brand, highlights its value propositions, and directs users to other sections of the website.

The selection of the Overview page was guided by specific criteria: (1) it represents the first point of contact between the website and potential guests, (2) it consolidates the most important information from different sections of the website, and (3) it reflects the overall communicative purpose of the website, which is to inform, persuade, and encourage user engagement. Due to these characteristics, the Overview page can be considered representative of the broader communicative strategy employed across the website.

Therefore, analyzing this page provides insight into how the website organizes its textual content rhetorically to achieve its marketing and communicative goals. The analysis identified a total of 10 moves and 10 steps, indicating a structured and purposeful organization of information that supports user navigation and decision-making.



Figure 1. The home page or “Overview” page on the website

Figure 1 above shows the Overview page, the first page users see when visiting the website. This section introduces Hotel Jumeirah Bali with a brief overview. According to the analysis, the content includes 10 moves and 10 steps, covering a short description of the hotel, available room types, facilities, and special offers like packages. The Overview page serves as a starting point, providing essential information for visitors before they explore other subpages. The initial display of the Overview page and details of the identified moves and steps are shown in the following table.

Table 2. Details of Moves and Steps in the Textual Content of the Overview Page of the Jumeirah Bali Website

No	Move	Step	Communicative Function
1.	Jumeirah Bali	Jumeirah Bali is a visual and sensory celebration of the island's romantic allure. Blending awe-inspiring nature with references to Hindu-Javanese history and striking architecture, this idyllic resort offers 123 villas featuring private pools and sweeping views of the Indian Ocean.	Establishing credentials
2.	Accommodation	Relaxed living with breathtaking views. Sink into the rhythm of island life, where Jumeirah's warm hospitality enriches the allure of this Balinese locale.	Detail product features
3.	Two Bedroom Villas	Beyond the azure horizon Two-bedroom villas with calming views.	
4.	Villas	The soothing call of the garden or waves Unwind in your spacious oasis with exceptional amenities and a private pool.	
5.	Exclusive Offers	<ol style="list-style-type: none"> 1. Jumeirah Escapes : Enjoy up to 25% savings, including breakfast and generous privileges. 2. Early Advantage : Unlock up to 20% savings when you reserve your Bali getaway in advance. 3. Jumeirah Signature Escapes : Immerse yourself in elegant, tropical surroundings with our Signature Escapes. Unwind in a stunning villa and revel in the heartfelt warmth of our hospitality, where every moment is thoughtfully crafted for your comfort and joy. 	Present promotional incentives
6.	Dining at Jumeirah Bali	Dine cliffside or seaside, savouring Southeast Asian flavours, flame-grilled dishes, and sunset cocktails at our diverse and vibrant restaurants.	Detailing features & benefits (amenities/experience)
7.	Well-being	Embark on your wellness journey in our sun-dappled slice of paradise, enhanced by the finest facilities and an extensive menu of treatments at Talise Spa.	
8.	Discover Bali's wonders	Explore our thoughtfully curated stories.	Soliciting response (call-to-action)
9.	Facilities	Encircled by tropical gardens, our facilities include a stately ballroom, a soothing spa, a fully-equipped fitness center, and the lively Peafowl Kids Club, ensuring enjoyment for all ages.	Detailing features & benefits (amenities)
10.	Arunika Batik	A Fusion of Heritage: Jumeirah Bali Partners with Iwan Tirta for Exclusive Arunika Batik	Providing evidence (endorsement/partnership as proof of quality)

Based on Table 2, the Overview section on the Jumeirah Bali website shows that its structure follows a pattern consistent with Bhatia's (1993) move and step theory. The sequence of presentation begins with establishing credentials, which serves to build trust and brand identity, followed by detailing features and benefits to explain the product's advantages more clearly. After that, there is an incentives section that encourages users to make a booking, followed by a call to action or navigation element that helps users to take action, and ends with a proof or endorsement section that reinforces trust in the brand. This structure is also in line with the AIDA (Attention, Interest, Desire, Action) model, which describes the stages a person goes through in making a decision, as well as the principle of progressive disclosure in web design, which displays information from the most important to the most detailed according to user needs.

The opening section of the Jumeirah Bali page establishes the hotel's credentials. It describes the location, services, and beauty of the building to create an initial impression that this hotel is a luxury resort. This helps readers understand the hotel's position and quality from the start. After setting the brand identity, the page shifts focus to the Accommodation section, which introduces two types of rooms: Two Bedroom Villas and Villas. The information is organized from a general overview to more specific details, allowing readers to picture their experience at Jumeirah Bali. According to Bhatia's (2004) view, this approach reduces ambiguity and makes the service easier to understand. In service marketing, this presentation emphasizes the hotel's added value and highlights the advantages that set Jumeirah Bali apart from its competitors (Kotler & Keller, 2016).

After the accommodation section, the page features Exclusive Offers to motivate or incentivize users to make a booking. This section showcases appealing deals such as discounts or exclusive packages that give prospective guests more reasons to consider booking. This approach aligns with Cialdini's (2009) principles of reciprocity and scarcity, which indicate that people are more likely to act when presented with limited offers or special opportunities. Additionally, this technique supports the idea of value-based pricing, where prices are adjusted based on the perceived value by customers (Nagle, Hogan, & Zale, 2016).

Furthermore, the content continues with sections on Dining at Jumeirah Bali, Well-being, and Facilities. These three sections broaden users' understanding of the services provided by the hotel. Descriptions of the cuisine, fitness, spa, event rooms, and children's recreational facilities emphasize that Jumeirah Bali offers not only a place to stay, but also a complete and emotionally rewarding experience. This is in line with the concept of the experience economy, which emphasizes the importance of creating memorable experiences for customers (Pine & Gilmore, 1999), as well as the service-dominant logic theory, which places value as the result of cooperation between service providers and users (Vargo & Lusch, 2004). The visual display and navigation links in this section also serve to keep users engaged so they continue to explore the page without losing their way.

The Discover Bali's Wonders section aims to encourage users to explore more content about destinations around the hotel. This section provides additional information about tourist attractions in Bali that are relevant to readers' interests. This strategy keeps users engaged even if they are not yet ready to make a booking. Based on the theory of information foraging, this method helps users remain within the brand environment and strengthens their engagement with the content (Pirolli & Card, 1999; Nielsen & Loranger, 2006). Thus, this page is not only a promotional medium but also serves as a means of education and inspiration for potential guests.

The last section, Arunika Batik, showcases a collaboration between Jumeirah Bali and renowned batik designer Iwan Tirta. This collaboration highlights local cultural values and provides tangible evidence of the hotel's commitment to quality and authenticity. This collaboration also serves as social proof, which can increase user trust in the brand (Cialdini,

2009). From a user experience design perspective, this section creates a strong closing impression by presenting aesthetic and cultural values that linger in the reader's memory, in line with the peak-end rule principle, which states that experiences are best remembered based on their most interesting parts and their conclusion (Fogg, 2003).

Overall, the sequence of presentation from the opening to Arunika Batik not only serves as an information catalog but also creates a strategic communication flow. This arrangement builds trust in the brand, makes it easier for readers to understand the services offered, stimulates interest in making reservations, and concludes with credible evidence that enhances the hotel's image. This structure aligns with Bhatia's (1993) theory of professional promotional rhetoric and supports the concept of modern digital marketing that emphasizes a clear, valuable, and persuasive flow of information. Therefore, the Overview page on the Jumeirah Bali website can be viewed as a strategic starting point that not only provides information but also fosters trust and encourages a purchasing decision step by step.

These findings are consistent with previous move analysis studies, which indicate that texts across different genres tend to follow recognizable rhetorical patterns shaped by communicative purposes. For instance, Hyland (2004) highlights that effective texts are organized through sequences of functional units that guide readers toward intended outcomes, a pattern clearly reflected in the structured progression of the Overview page. Similarly, studies on promotional discourse suggest that establishing credibility, presenting offerings, and encouraging action are common rhetorical moves used to influence audience decisions, supporting the patterns identified in this study.

However, this study also extends previous research by demonstrating that such move structures are not limited to traditional written genres, such as academic texts or formal documents, but are also evident in digital hospitality websites. Unlike earlier studies that primarily focus on linear texts, the findings reveal that website discourse combines structured rhetorical sequencing with interactive and multimodal elements. This confirms and complements prior tourism communication research, which emphasizes visual and cultural representation, by showing that textual organization itself plays a central role in shaping user engagement and interpretation.

In addition, a notable distinction emerges in the flexibility of move realization. While traditional genres often follow relatively fixed patterns, the Overview page exhibits a more dynamic structure, where certain communicative functions such as highlighting value and reinforcing credibility are distributed across multiple sections rather than confined to a single position. This reflects the non-linear reading behavior typical of digital environments, where users navigate content selectively.

Thus, the findings not only support existing theories of genre and rhetorical structure but also broaden their application to contemporary digital contexts. They demonstrate that while the core principles of move analysis remain relevant, digital media introduce new dimensions of flexibility and user-centered design that enrich the understanding of how texts function in modern communication.

CONCLUSION

This study examines the rhetorical structure of the Overview page of the Jumeirah Bali website using a move and step framework through a qualitative approach. The findings indicate that there are 10 moves and 10 steps, which appear to be organized into a sequential persuasive flow. This sequence generally begins with establishing brand credentials, followed by presenting features and benefits, offering incentives, encouraging user action, and concluding with elements that reinforce trust, such as partnerships. This pattern appears to align with AIDA logic and the principle of gradual disclosure in web usability, suggesting that rhetorical

strategies may play a role in enhancing user experience and potentially influencing the decision-making process of prospective guests.

From a theoretical perspective, this study suggests that the frameworks proposed by Bhatia and Hyland remain applicable in analyzing communicative structures beyond traditional written genres, particularly in the context of digital hospitality websites. However, given that the analysis is limited to a single webpage, these findings should be interpreted as indicative rather than generalizable.

From a practical standpoint, the results may serve as a useful reference for lecturers in teaching business and professional writing, particularly in illustrating how promotional texts are rhetorically structured. In addition, the findings could be used as a learning resource for students to analyze various forms of promotional discourse, such as brochures, booklets, and website content. For researchers, this study may offer a methodological example for applying move and step analysis to digital texts, which can be further developed in future studies with broader datasets.

Overall, this study contributes to the growing body of research on genre analysis in digital contexts by providing an initial exploration of how move and step structures operate in a hotel website. Future research is recommended to examine multiple webpages or compare different hotel websites in order to provide more comprehensive and generalizable insights into rhetorical practices in digital hospitality communication.

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ENHANCING ENGLISH VOCABULARY MASTERY IN YOUNG LEARNERS THROUGH WHISPERING GAMES

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ABSTRACT

The study aimed to enhance students' vocabulary mastery through the use of the Whispering Game. A two-cycle classroom action research was applied in conducting this study, involving twenty-two (22) 4th-grade students of a public elementary school in Denpasar, Bali. Data collection involved administering pre-tests and post-tests to measure improvements in students' vocabulary mastery before and after the intervention. Additionally, a questionnaire was used to explore students' responses to the teaching and learning process. The results of this study indicate that the Whispering Game significantly improved students' vocabulary mastery, as evidenced by the increase in the class mean score from 55 in the pre-cycle to 85 in the second cycle. This improvement was further supported by questionnaire data, which revealed highly positive student responses toward the Whispering Game.

Keywords: Whispering Games, Vocabulary Mastery, 4th Grade Students

INTRODUCTION

In the current era of globalization, English has become the main global language that connects different nations, cultures, and technologies. As a global bridge, mastering English gives people wide access to information and helps them communicate well internationally (Astawa & Permana, 2020; Kurniawan, 2024). Introducing English at an early age is a strategic step to ensure that future generations do not just become objects of globalization but become active participants who are ready to compete in a global society (Astawa, 2019; Mayasari, 2024).

Learning English in elementary school is a very important step because young learners at this age can absorb new words and sounds very naturally and quickly (Ndraha et al, 2023). Starting early not only helps their thinking skills and intelligence but also builds their confidence before they become teenagers (Pasaribu et al, 2024). In an interconnected world, early English mastery is a long-term investment that opens doors to knowledge, technology, and better education in the future (Chen et al, 2022).

In the learning process, mastering vocabulary must be the main focus before moving on to harder topics (Sardi, 2022). Without enough vocabulary, young learners will find it challenging to practice speaking or writing (Anistasya, 2022; Rosyada-AS & Apoko, 2023). By building a strong vocabulary through fun methods, they will acquire the necessary linguistic resources to make sentences and express their ideas. This makes learning English as a foreign language skills much easier and more effective.

Teaching vocabulary to elementary school students has its own challenges, especially because simple memorization, usually referred as rote memorization, is often recognized as unengaging (Zhao & Wang, 2025). Young learners at this age are curious but unable to focus for a long period of time. Therefore, repeating words over and over without any pictures or context usually fails to make them interested (Coskun, 2023). As a result, learning the basics of the language feels like a burden because the lessons are not creative enough to trigger their imagination.

The low interest in learning is also connected to students' intrinsic and extrinsic motivation (Zhu et al, 2024). In terms of intrinsic motivation, young learners do not feel the joy of exploring a new language, so they feel disconnected from the words they learn (Mercader-Rubio et al, 2023). Meanwhile, in terms of extrinsic motivation, a lack of a fun and competitive environment makes them lose interest (Kabata, Astawa & Sudiarmika, 2024; Zhou

& Zhang, 2024). Without these two types of motivation, learning vocabulary is perceived merely as a tiring task rather than an engaging achievement.

Another common problem is a classroom atmosphere that is too stiff and monotonous, which creates a gap between the teacher and students (Li, 2023). A classroom that is too formal often puts pressure on young learners (Mesra et al, 2023), even though they are at an age where they love to play (Aminah et al, 2022). It is very important to have a happy atmosphere in every lesson to make students feel relaxed. When they feel comfortable, they are able to accept and understand new vocabulary more easily without feeling forced (Bilqis, 2023).

Thus, teachers need to create strategies that include games, songs, or interactive activities. By changing the idea that language learning is hard into a fun experience, teachers can build students' confidence (Chen et al, 2024). A relaxed but organized environment encourages young learners to try new words without being afraid of making mistakes (Khudaverdiyeva, 2024), allowing their skills to grow naturally.

Based on the primary research and interviews with a fourth-grade teacher, real conditions in a public elementary school in Denpasar showed some big challenges. The main problem is the low level of young learners' vocabulary mastery, which had not yet reached the passing grade of 75. This is especially true for basic topics like body parts, things in the house or school, numbers, and colours. To follow research confidentiality, the name of the school and the students are kept non-disclosed to protect the privacy of those involved.

This low achievement is mostly caused by old-fashioned teaching methods that tend to be monotonous and only focus on the teacher and textbooks. This happens because English is taught by classroom teachers who do not have an English language education background. As a result, they have limited knowledge about creative ways to teach English as a foreign language to young learners. This creates a gap between what the curriculum expects and the actual results in the classroom.

The whispering game is a global tool for teaching communication (Daulay et al, 2021). As a message travels down a line, it usually gets distorted, teaching students the value of careful listening and clear speech. It's an engaging way to build vocabulary while demonstrating how easily information is lost in translation. In this game, students whisper a word or phrase from one person to another until it reaches the last student in line. Based on previous studies, this technique is effective for learning vocabulary because it requires young learners to focus on how to pronounce words correctly so the message does not change (Octaviani et al, 2024).

This technique is very suitable for young learners because it changes memorization into a fun activity. With this method, students become more active without feeling pressured (Al-Muammamah & Zuhriyah, 2024), because they learn through direct experience and social interaction. The relaxed and engaging atmosphere of this game helps them remember and keep new words in their long-term memory more easily (Gaosah & Jumiatusun, 2025).

The main strength of the Whispering Game is the element of play and fair competition, which automatically makes students more involved (Husaini, 2024). The excitement of trying to win and the fun of whispering words create a lively classroom where every student is important to their group's success. Elements like teamwork and speed ensure that learning vocabulary is no longer a monotonous task for young learners, but a fun challenge.

Learning through games is based on the theory that being active and happy can greatly improve a student's memory. According to experts like Jean Piaget and Lev Vygotsky, play is a primary avenue for young learners to learn and understand new concepts. Piaget emphasized the active role of children in constructing their knowledge through interaction with their environment, while Vygotsky highlighted the crucial importance of social interaction and collaboration in learning. In language learning, games create an environment where information is remembered longer because it is learned through real experiences and social interaction, not just passive memorization (Tursunboyeva & Akhmedova, 2025). Thus, the

Whispering Game aligns with constructivist principles, where students actively build their understanding through direct experience and negotiation of meaning with peers.

This study worked on the use of the Whispering Game specifically to test how well it worked in a public elementary school in Denpasar. Although many people talk about games in learning, this study focused on real conditions where teachers had limited backgrounds and students had low test scores. Through this focus, this paper aimed to prove that this technique could be a practical solution for teachers to improve the vocabulary mastery of young learners.

The main goal of this research is to fix the problem of low vocabulary mastery using a clear and measurable method. By using the Classroom Action Research (CAR) method, the researcher tried to improve the lessons in cycles to see the real progress in the classroom. This method allowed the researcher to see changes in student ability directly after using the game. Based on this, the study aimed to describe how the Whispering Game improved vocabulary skills for young learners at a public elementary school in Denpasar. Therefore, the main objectives of this research are: (1) to analyze the improvement of fourth-grade students' English vocabulary mastery through the implementation of the Whispering Game, and (2) to explore students' perceptions of using the Whispering Game in vocabulary learning.

METHOD

This study employed Classroom Action Research (CAR) conducted over two distinct cycles. The participants consisted of 22 fourth-grade students at a public elementary school located in Denpasar. To ensure participant confidentiality, the names of the school and the individual students have been anonymized. The researcher utilized a pre-test and post-test as the primary instruments for data collection. These scores were analyzed quantitatively to determine the impact of "Whispering Games" on students' vocabulary mastery before and after the intervention. In this study, the researcher was also administered questionnaires. This instrument was designed to evaluate the utilization of Whispering Games within the classroom learning activities.

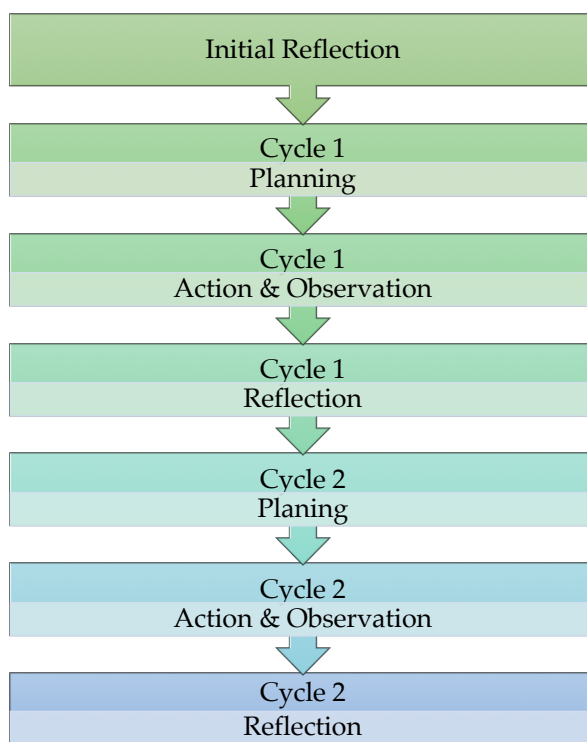


Chart 1. Classroom Action Research Design

The above chart outlines the specific methods and cycles implemented during the research (Chart 1). The CAR conducted in this study is divided into two cycles, consisting of four main activities: planning, action, observation, and reflection. As a starting point, the researcher conducted an initial reflection to determine the young learners' prior knowledge of vocabulary mastery by administering a pre-test. This pre-test, which covered basic vocabulary identification on topics such as body parts, household/school items, numbers, and colors, was used to identify specific areas of student difficulty and establish a baseline class mean score of 55, well below the passing grade of 75.

Following the initial phase, the researcher proceeded to the planning stage of Cycle 1. This stage is a vital part of the entire study. During planning, the researcher identified specific problems based on the results of the initial reflection. For example, given the low pre-test scores indicating difficulty with spelling and pronunciation, the lesson plans for Cycle 1 were focused on introducing vocabulary through clear pronunciation and guided repetition. Additionally, the researcher prepared the necessary logistics for the teaching process, such as lesson plans, media (e.g., flashcards with pictures), and other learning tools. The researcher also prepared the pre-test and post-test to be used in Cycle 1.

Once the preparations were complete, the researcher, acting as the teacher, implemented the teaching treatment using the Whispering Game during the action stage. Each cycle followed the same instructional sequence, which was divided into three parts: pre-activity, whilst-activity, and post-activity.

In the pre-activity, the researcher conducted a brainstorming session. The goal was to create a bridge between the students' prior knowledge and the material to be studied in Cycle 1. During this stage, the researcher engaged in an interactive Q&A session with the students. The questions were related to the day's topic and served as a warm-up to prepare the students for the lesson.

The Whispering Game itself was implemented during the whilst-activity. Before starting the game, the researcher asked the students to read a text related to the current curriculum. For the game, students were divided into four groups, with each group consisting of five to six members. Each group formed a line, and one student stood at the front to write down the results of the whispered words in a marathon style. The researcher and research assistants then began the game. The assistants stood at the back of the class and whispered a word, which gradually escalated into sentences prepared in the previous stage. After the student wrote down what they heard, they returned to the back of the line to become the first listener, and the process continued. This activity was repeated until the 15-minute time limit ended.

During the observation stage, the researcher distributed questionnaires to the young learners to collect qualitative data regarding their personal experiences with the Whispering Game. This process was conducted to gain a deeper understanding of student interest and engagement. Analyzing these responses allowed the researcher to identify not only the level of engagement but also areas where students might still need support, such as difficulties with spelling or word retention. These subjective findings were essential for evaluating the overall success of the method and helped the researcher refine the instructional approach for future cycles.

To accurately measure the progress of the students, the researcher administered a post-test at the conclusion of Cycle 1 to assess their vocabulary achievement. This evaluative procedure was then repeated in Cycle 2 to monitor further development and compare the scores across both stages of the study. These testing phases are essential for the reflection process, as they provide concrete data to identify whether the instructional goals have been met. By analyzing these results, the researcher can objectively determine if the Whispering Game is an effective method for enhancing students' vocabulary mastery in a real classroom setting.

During Cycle 2, the researcher repeated the four fundamental stages of planning, action, observation, and reflection to determine if there was a significant improvement in the young learners' vocabulary skills compared to the previous results. Based on Cycle 1 results, which showed improvement but had not fully met the 80% success criterion, the strategies in Cycle 2 were optimized. Specific instructional changes included: (1) increased emphasis on more explicit corrective feedback for spelling and pronunciation, (2) the use of more diverse visuals and contextual cues during the game to reinforce word understanding, and (3) modifications to the game rules to encourage students to independently identify and correct their errors. This second iteration served as a critical phase to verify the consistency of the whispering games technique and to address any pedagogical challenges identified during the first cycle. Each cycle was conducted over two academic lesson hours, which provided a total of 70 minutes to fully implement the planned instructional activities and interventions. This specific time allocation ensured that the students had sufficient opportunity to engage in social interaction through the game while allowing the researcher to collect comprehensive data on their progress.

RESULTS AND DISCUSSION

The study commenced with an initial reflection phase to determine the students' prior achievement. This was followed by the standard cycles of planning, action, observation, and reflection. The Whispering Games were implemented during the action stage of the cycle. The research was conducted over two sessions across two weeks, spanning two complete cycles. Figure 1 illustrates the game procedure, depicting participants relaying words and sentences through whispering. The results from each reflection stage were utilized to refine the teaching strategy and address specific learning challenges identified in the subsequent cycle.



Figure 1. Whispering Games Implementation

The identical strategy detailed in the preceding section was replicated during the second week to coincide with the implementation of the second cycle. Figure 2 illustrates the students engaged in the 'whispering games' activity. The student positioned at the end of the relay was tasked with transcribing the final message they had received from their peers. This step served as a critical assessment point to evaluate the accuracy of information transmission and linguistic retention among the participants.

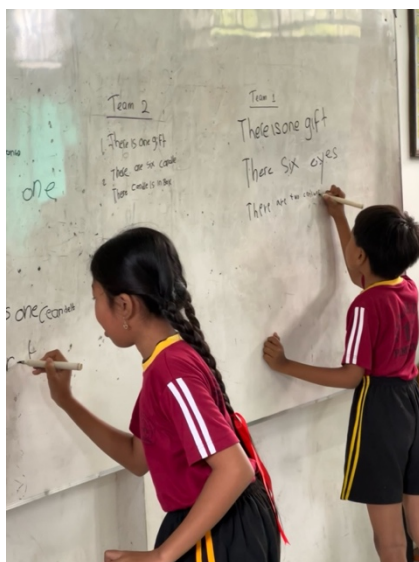


Figure 2. Students on Whispering Games

The researcher utilized pre-tests and post-tests as the primary instruments for data collection in this study. These datasets were subsequently compared to evaluate the extent of improvement in the students' vocabulary proficiency. Improvement was calculated by comparing the class mean scores from the pre-cycle, Cycle 1, and Cycle 2. Mean scores were calculated using the formula $\Sigma x/N$, where Σx is the sum of all scores and N is the number of students. The percentage of students who achieved the minimum passing score (75) was calculated as (Number of successful students / Total number of students) x 100%. This assessment protocol was systematically implemented across both Cycle 1 and Cycle 2 to ensure a comprehensive analysis of the intervention's impact. Furthermore, the mean scores from each testing phase were subjected to statistical comparison to determine the significance of the observed learning gains. This approach allowed the researchers to verify the consistency of the results throughout the instructional period.

Furthermore, a questionnaire was utilized to capture qualitative insights into the students' learning using whispering games. By integrating these diverse data sources, the study achieved a comprehensive triangulation of findings, thereby enhancing the overall validity and depth of the research outcomes. The questionnaire was administered in 10 questions and using 5 Likert Scale.

Tabel 1. Mean Score during Pre-Cycle, Cycle 1, & Cycle 2

	Pre-Cycle	Cycle 1	Cycle 2
Mean Score	55	73.18	85

Initial findings from the pre-cycle pre-test revealed a low average vocabulary achievement of 55. This indicates that prior to the Whispering Game intervention, students possessed a very limited level of vocabulary mastery, confirming the need for a more effective and engaging teaching method. These results are consistent with previous research by Anistasya (2022), which highlighted that inadequate vocabulary is a primary hindrance for young learners in language skills, particularly speaking and writing. Among the 22 students, only four participants (18%) secured scores above the required score. These baseline results underscore a significant disparity between the students' current vocabulary achievement and

the expected academic standards. Consequently, these data served as a diagnostic justification for the implementation of the whispering games intervention in the subsequent cycles.

In Cycle 1, a measurable improvement in vocabulary attainment was observed, with the class mean score increasing to 73.18 points. This increase suggests that the initial intervention began to demonstrate effectiveness, though it had not fully met the target yet. However, only eight students (36.36%) succeeded in exceeding the minimum proficiency threshold. Given that these results fell short of the predetermined 80% success criterion, the researcher concluded that a second cycle was required to achieve the study's objectives. This aligns with findings from Daulay et al. (2021), who found that the Whispering Game can improve communication skills, but also requires repeated application to achieve optimal impact. The first cycle improved student scores, but the collective success rate remained below the passing score. As a result, the subsequent phase focused on optimizing the instructional delivery to ensure a higher percentage of students reached the required passing grade.

Student achievement in the second cycle showed positive development, with the class mean reaching 85 points. In this cycle, more than 80% of the students (19 individuals) successfully met the minimum proficiency standard. The significant increase from 18% in the pre-cycle to 86% in the second cycle underscores the remarkable effectiveness of the Whispering Game in improving vocabulary mastery. This is further supported by the findings of Husaini (2024) and Octaviani et al. (2024), who also demonstrated the effectiveness of similar games in enhancing vocabulary mastery among young learners. The method proved successful in overcoming the challenges of traditional rote learning and increasing student engagement. Based on these results, the whispering games proved effective in improving the vocabulary mastery of fourth-grade elementary students. Since the success criteria were met, the researcher concluded the study and terminated the research cycles.

In addition to utilizing pre-test and post-test results to evaluate the effectiveness of whispering games in improving student proficiency, the researcher administered a questionnaire to examine the students' learning process. The questionnaire employed a five-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1). By analyzing these responses, the study aimed to ensure that the improvement in test scores was supported by a positive and engaging classroom environment.

Tables 2 and 3 present the questionnaire results, which corroborate the findings regarding the students' vocabulary mastery. The researcher employed a 10-item Likert scale instrument, ranging from 1 to 5, to investigate the students' learning experiences during the whispering games intervention. The questionnaire assessed ten specific dimensions: comprehension, spelling, pronunciation, memory retention, sound identification, lexical richness, contextual usage, cognitive processing speed, self-correction, and learning motivation. The integration of these diverse metrics allowed for a multidimensional analysis of how game-based learning influences linguistic development.

Tabel 2. Presentation of Questionnaire Answer at Cycle 1

No	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	59,09%	9,09%	31,82%	0%	0%
2	36,36%	22,73%	22,73%	9,09%	9,09%
3	31,82%	36,36%	18,18%	13,64%	0%
4	40,91%	31,82%	22,73%	22,73%	0%
5	27,27%	54,55%	18,18%	0%	0%
6	68,18%	22,73%	9,09%	0%	0%
7	77,27%	22,73%	0%	0%	0%
8	36,36%	27,27%	22,73%	13,64%	0%
9	27,27%	36,36%	9,09%	18,18%	9,09%

10	81,82%	18,18%	0%	0%	0%
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In the first cycle questionnaire, the highest score was recorded for item 10, with 81.82% of the 22 students responding with 'strongly agree.' This item addressed how the whispering games motivated students to engage in the learning process. The second-highest score was observed in item 7, which concerned the effectiveness of the games in enhancing students' understanding of word usage in context. For this item, 77.27% of the participants selected 'strongly agree.' Such high levels of positive feedback suggest that the game-based approach effectively reduced learning anxiety while strengthening the students' interest in the subject matter.

However, certain items in the first cycle questionnaire yielded less favorable results. Regarding item 2, which addressed the accuracy of word and sentence spelling, 9.09% of the students (two individuals) responded with 'strongly disagree'. Similarly, item 9 revealed that 9.09% of the participants were unaware of their errors while whispering words during the activity. These specific findings highlight that while the game increased motivation, some students still struggled with the technical precision of the target language. This lack of error awareness suggests a need for more explicit feedback or corrective modeling by the teacher in the subsequent cycle.

Table 3. Presentation of Questionnaire Answer at Cycle 2

No	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	72,73%	18,18%	9,09%	0%	0%
2	54,55%	22,73%	22,73%	0%	0%
3	45,45%	36,36%	18,18%	0%	0%
4	50,00%	31,82%	22,73%	4,55%	0%
5	54,55%	36,36%	9,09%	0%	0%
6	90,91%	9,09%	0%	0%	0%
7	95,45%	4,55%	0%	0%	0%
8	59,09%	36,36%	4,55%	0%	0%
9	45,45%	40,91%	4,55%	9,09%	9,09%
10	100,00%	0%	0%	0%	0%

The highest scores were recorded for the same questionnaire items during the second cycle. All 22 participants (100%) agreed that the implementation of whispering games in the classroom significantly enhanced their ability to comprehend specific vocabulary. These results confirm that the changes implemented in Cycle 2 effectively overcame the challenges students faced in the previous stage. Furthermore, the consistency of these positive responses confirms that the game-based intervention served as a reliable catalyst for improving student lexical proficiency.

Another significant 'strongly agree' rating was observed in item 7, where 95.45% of the students (21 individuals) strongly agreed that their competence and understanding of word context had improved. The remaining student responded with 'agree,' resulting in a total positive consensus for this item. This high percentage demonstrates that the intervention was particularly effective in helping students transition from rote memorization to a more nuanced understanding of how words function within sentences. Such progress suggests that the interactive nature of the whispering games encouraged students to pay closer attention to the practical application of the target vocabulary.

Despite the overall progress, some students continued to encounter difficulties with self-correction during the whispering games activities. Specifically, two out of the 22 participants (9.09%) responded with 'strongly disagree' regarding their ability to identify and fix their own errors. This suggests that while the game improved general vocabulary knowledge, the skill of autonomous error detection requires more time and individualized

guidance to develop fully. Therefore, these results show that future lessons should include clearer feedback to help students who have trouble correcting their own mistakes.

In conclusion, the utilization of whispering games in the classroom effectively improves students' vocabulary mastery. Furthermore, the application of this method has proven to be beneficial in supporting the overall student learning process. These findings suggest that incorporating game-based learning can create a more dynamic and interactive environment for language acquisition. As a result, this study provides a practical pedagogical framework for educators seeking to enhance vocabulary mastery through engaging and collaborative activities.

CONCLUSION

Based on the results of the classroom action research conducted, it can be concluded that the implementation of the Whispering Game significantly improves the English vocabulary mastery of fourth-grade students at a public elementary school in Denpasar. This achievement is evident from the gradual increase in the class mean scores, starting from an initial score of 55, rising to 73.18 in the first cycle, and reaching 85 in the second cycle. Quantitatively, student learning completion surged from only 18% during the pre-cycle phase to 86% by the end of the study, thereby exceeding the predetermined 80% success target. Beyond academic aspects, the use of this game proved capable of creating a more dynamic learning environment and increasing learning motivation. Through social interaction and enjoyable competitive elements, students were no longer burdened by traditional rote memorization methods. Instead, they found it easier to absorb and retain new vocabulary in their long-term memory.

In relation to these findings, several suggestions can be considered to improve the quality of English language learning at the elementary level. A key pedagogical implication of this study is that the Whispering Game is a viable and effective teaching strategy for enhancing vocabulary mastery. Teachers are encouraged to adopt game-based learning techniques such as the Whispering Game as a practical solution to address student boredom and the limitations of non-English educational backgrounds among instructors. Furthermore, teachers should provide more explicit feedback, particularly for students who struggle with independent error detection in pronunciation or spelling. Teacher training in the implementation of interactive and game-based learning strategies is also highly recommended. For school authorities, supporting the provision of creative learning media is highly recommended to bridge the gap between curriculum demands and the actual classroom capabilities of the students. However, this study has limitations, namely a relatively small sample size and a focus on one type of game. Therefore, for future researchers, it is suggested to explore variations of whispering games in other language skills, such as speaking skills or listening comprehension, with a broader scope of research subjects to strengthen the overall validity and effectiveness of this learning method. Future research could also compare the effectiveness of the Whispering Game with other technology-based vocabulary learning games or methods.

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THE NEUROLINGUISTIC FOUNDATIONS OF LANGUAGE: A THEORETICAL REVIEW OF BROCA'S AREA AND WERNICKE'S AREA IN PSYCHOLINGUISTIC FUNCTIONING

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ABSTRACT

This article examines the neurocognitive mechanisms of language by exploring the distinct yet interconnected roles of Broca's area and Wernicke's area within the human brain. It focuses on how these two regions contribute to language production and comprehension, respectively, and how their interaction forms the core of psycholinguistic processing. The aim of this study is to provide a comprehensive theoretical analysis of the anatomical positioning, functional specialization, and neurological disorders associated with each area. This research is conducted using a qualitative-descriptive method, drawing from classical case studies and contemporary findings in neuroimaging. The discussion integrates insights from historical observations by Paul Broca and Carl Wernicke, and expands to include recent functional MRI and EEG research that demonstrate a more dynamic and interconnected model of language processing. The arcuate fasciculus is discussed as the primary pathway linking Broca's and Wernicke's areas, facilitating the reciprocal flow of linguistic information between comprehension and expression. Findings show that both regions are not isolated in function but cooperate within a distributed network, challenging the traditional dichotomy of language centers. It is concluded that understanding the synergy between these areas is essential for explaining the neural basis of language and for advancing clinical approaches in the diagnosis and rehabilitation of aphasia. This theoretical study offers a refined understanding of how specific cortical regions underpin the human capacity for language.

Keywords: language processing, Broca's area, Wernicke's area, brain function, psycholinguistics

INTRODUCTION

Language is one of the most complex and distinctive features of human cognition. It is not merely a cultural artifact but a biologically grounded system that emerges from specific neural structures. The interdisciplinary study of language and the brain has long intrigued scholars, leading to the development of fields such as psycholinguistics, which examines the mental mechanisms underlying language processing, and neuroscience, which investigates the physiological and anatomical basis of these processes. The integration of these two disciplines has given rise to neurolinguistics, a subfield of psycholinguistics concerned with how language is represented and processed in the brain. As Poeppel, Emmorey, and Hickok (2012) emphasize, neurolinguistics sits at the intersection of linguistic theory, psychological models of language use, and biological data derived from neuroimaging and lesion studies.

Psycholinguistics traditionally focuses on how language is acquired, produced, and comprehended in real-time, often relying on behavioral experiments and cognitive models. However, such models are incomplete without an understanding of the biological substrates that enable linguistic functioning. Neuroscience contributes to this understanding by mapping linguistic functions to specific brain areas, thus facilitating the interpretation of cognitive phenomena in anatomical terms. As Friederici (2011) argues, the integration of linguistic theory with neuroanatomical evidence provides a more holistic model of language processing, where both abstract rules and neural implementation are considered equally significant.

A key contribution of neuroscience to psycholinguistics is the identification of language-specific brain regions, most notably Broca's area and Wernicke's area. These two areas have historically been central to our understanding of how the brain processes language. Broca's area, located in the posterior inferior frontal gyrus, is associated with language production and syntactic processing, while Wernicke's area, located in the posterior part of the superior temporal gyrus, is primarily involved in language comprehension and semantic

interpretation (Price, 2012). Together, these areas form the backbone of the classical model of language processing in the brain, which continues to influence both theoretical and applied psycholinguistics.

The discovery of these regions dates back to the 19th century, when Paul Broca (1861) and Carl Wernicke (1874) provided empirical evidence linking specific brain lesions to particular language deficits. Broca's patient, known as "Tan", suffered from a severe speech production impairment following damage to the left frontal lobe, while Wernicke described cases of fluent but nonsensical speech resulting from lesions in the temporal lobe. These findings laid the foundation for localizationist theories, which propose that distinct cognitive functions can be mapped to specific neural areas. Despite later challenges from distributed processing models, the significance of Broca's and Wernicke's areas remains undisputed in contemporary neurolinguistic research (Ardila, Bernal, & Rosselli, 2016).

In recent years, advances in brain imaging technologies such as fMRI and PET have revitalized interest in the classical model by allowing researchers to observe these areas in action during language tasks. For instance, studies have shown that Broca's area is not only involved in speech articulation but also plays a critical role in syntactic prediction and working memory during sentence processing (Hagoort, 2005). Similarly, Wernicke's area has been implicated in accessing the mental lexicon and integrating phonological input with semantic knowledge (Binder et al., 2000). These findings illustrate that while the classical model was anatomically simplistic, its core insights remain valid and are now being refined with greater neurobiological precision.

Given the continued relevance of these two areas, this article aims to provide a theoretical review of the roles of Broca's and Wernicke's areas in language processing from a psycholinguistic perspective. The paper seeks to synthesize historical data, anatomical descriptions, and contemporary research to present a comprehensive understanding of how these regions contribute to both the production and comprehension of language. Rather than testing a new hypothesis, the objective is to compile and critically evaluate existing literature to clarify how neurological data can inform cognitive models of linguistic function. By doing so, the paper aims to bridge the gap between empirical neuroscience and theoretical psycholinguistics.

Furthermore, understanding these brain regions has important implications for clinical and educational contexts. In aphasiology, insights into the functioning of Broca's and Wernicke's areas inform the diagnosis and treatment of language disorders such as non-fluent and fluent aphasia, while in educational neuroscience, they help explain variations in language acquisition and development. As Pulvermüller and Fadiga (2010) suggest, a neurobiological account of language is essential for designing effective interventions and models that are both cognitively plausible and neurologically grounded. Therefore, revisiting the classical brain-language model through modern psycholinguistic lenses is not merely of theoretical interest, but of practical value as well.

Although the literature contains extensive descriptions of Broca's and Wernicke's areas and a growing number of neuroimaging studies, several limitations persist that motivate the present review. First, many reviews retain a predominantly localizationist perspective and do not fully integrate contemporary evidence from network and connectivity studies that underscore distributed processing. Second, few theoretical reviews explicitly consider how neurolinguistic findings can inform practical approaches in English Language Teaching (ELT), creating a gap between neurobiological knowledge and classroom applications. Third, methodological transparency in prior narrative reviews is often limited, which complicates the assessment of coverage and bias. This review addresses these limitations by (a) synthesizing classical lesion evidence with recent connectivity and dual-stream models to provide a more integrated theoretical account; (b) translating core neurolinguistic insights into concrete

implications for ELT pedagogy and assessment; and (c) documenting the literature search and inclusion criteria used to assemble the theoretical corpus. By doing so, this paper aims to offer both a refined theoretical synthesis and actionable guidance for language teachers and researchers. (References to primary sources and models are provided throughout the manuscript.)

METHOD

Review Type and Objective

This study is a theoretical literature review aimed at synthesizing classical lesion-based evidence and contemporary neuroimaging/connectivity research on Broca's and Wernicke's areas, with explicit attention to implications for English Language Teaching.

Search Strategy

Systematic searches were conducted in major academic databases and digital libraries: PubMed/MEDLINE, Web of Science, Scopus, PsycINFO, and Google Scholar. Search keywords included combinations of: "Broca", "Wernicke", "inferior frontal gyrus", "superior temporal gyrus", "arcuate fasciculus", "aphasia", "fMRI", "EEG", "language network", "dual stream", and "neurolinguistics". Searches targeted publications in English from 1990 through 2025 to capture both foundational and recent neuroimaging studies. Classic primary sources (e.g., Broca 1861; Wernicke 1874) were included regardless of date.

Inclusion and Exclusion Criteria

Included sources were peer-reviewed journal articles, authoritative books, and influential clinical monographs that directly address the anatomy, function, pathology, or connectivity of Broca's and/or Wernicke's areas. Excluded materials comprised non-peer-reviewed web pages, short blog posts, and articles not available in full text. Priority was given to empirical studies using lesion methods, fMRI, DTI/DTI tractography, EEG/ERP, and recent meta-analyses.

Selection Procedure and Data Extraction

Titles and abstracts were screened for relevance; relevant full texts were retrieved and assessed against inclusion criteria. Data extracted from each source included: anatomical descriptions, reported functional roles, experimental paradigms, neuroimaging findings, and clinical data (aphasia profiles). The final corpus includes classical lesion reports, targeted experimental studies, connectivity analyses, and selected theoretical papers.

Analytical Approach

The synthesis used a thematic-narrative approach: extracted data were organized by topic (anatomy, production, comprehension, connectivity, clinical profiles, pedagogical implications), contrasted across methodologies (lesion vs neuroimaging), and then integrated into a coherent theoretical account. Where possible, competing models were compared directly (see Section 3.3 and new Comparative Analysis subsection). This approach preserves the strengths of narrative review while providing transparent selection procedures for reproducibility.

Theoretical Background

Psycholinguistics and Neurolinguistics (Definitions & Relations)

This section explains the connection between psycholinguistics and neurolinguistics, the general role of the left hemisphere in language, and the basic brain structures related to Broca's and Wernicke's areas. Psycholinguistics is the study of how language is processed in

the mind. It looks at how people understand, produce, and learn language. This field uses experiments to study behavior such as how quickly people respond to words or sentences (Treiman & Clifton, 1996). Neurolinguistics, on the other hand, focuses on how the brain supports language. It studies which brain areas are involved in speaking, listening, reading, and writing, often using brain imaging tools like fMRI and EEG (Paradis, 2004). While the two fields are different, they support each other. Psycholinguistic models help explain how the brain might work, while brain research confirms or challenges these models with real biological data.

One of the most important discoveries in neurolinguistics is that language is mostly processed in the left hemisphere of the brain, especially in right-handed people. This side of the brain handles grammar, word order, and speech sounds better than the right hemisphere (Oblor & Gjerlow, 1999). Studies have shown that even babies as young as six months old show left-brain activity when hearing language (Dehaene-Lambertz et al., 2002). While the right hemisphere helps with emotional tone, metaphors, and overall meaning, the left hemisphere is where the core language functions are located.

Left Hemisphere and Language (General Functions)

Two specific areas in the left hemisphere are essential for language: Broca's area and Wernicke's area. These areas are part of what is known as the classical model of language in the brain. Broca's area is in the lower part of the left frontal lobe, near the motor areas that control the mouth and tongue. It is involved in producing speech, forming sentences, and planning how to say words (Friederici, 2011). Wernicke's area is in the left temporal lobe, near the part of the brain that processes sound. It helps understand spoken language and match words with their meanings (Binder et al., 2000).

Basic anatomy of Broca's and Wernicke's areas

Each area has its own role. Broca's area is mostly responsible for speaking and building sentences. Wernicke's area is more involved in understanding what others say and finding the right words. Evidence for this comes from aphasia studies. People with damage to Broca's area often speak slowly and with difficulty but still understand what is said to them. This condition is known as Broca's aphasia. On the other hand, people with Wernicke's aphasia speak fluently, but their words don't make sense, and they have trouble understanding speech (Goodglass & Kaplan, 1983).

These two brain areas are not separate. They are connected by a bundle of nerves called the arcuate fasciculus, which allows them to share information. This connection is important for tasks like repeating words or sentences. When this pathway is damaged, a person may have conduction aphasia, where they can speak and understand fairly well but struggle to repeat words accurately (Catani & Mesulam, 2008). This shows that language is not handled by one part of the brain alone—it depends on several connected areas working together.

Modern research also shows that these brain areas have different parts that do different jobs. In Broca's area, one part helps with sounds and another helps with sentence structure and meaning (Amunts et al., 2004). Wernicke's area also works with nearby regions like the angular gyrus and supramarginal gyrus, which help with word meaning and sound memory. These findings suggest that language is processed in a network rather than in isolated spots.

RESULT AND DISCUSSION

Broca's Area

Broca's area is located in the posterior part of the inferior frontal gyrus (IFG) of the left cerebral hemisphere, predominantly in Brodmann areas 44 and 45. These subdivisions are known respectively as the pars opercularis and the pars triangularis (Amunts et al., 1999). This area is situated just anterior to the premotor cortex and superior to the Sylvian fissure, placing

it in a prime position to coordinate language planning with motor execution. In over 95% of right-handed individuals and a significant portion of left-handed individuals, the left hemisphere houses the dominant language centers, including Broca's area (Geschwind, 1970). Its location allows it to interface efficiently with adjacent motor areas that control the face, tongue, and vocal cords, thus facilitating verbal expression.

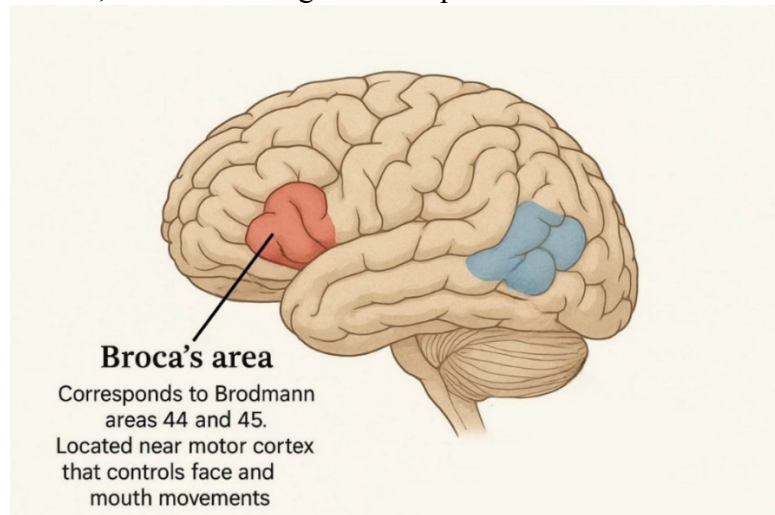


Figure 1: Broca's area anatomical location. Broca's area (posterior inferior frontal gyrus, BA44/45) and neighboring motor regions. Illustration highlights adjacency to premotor cortex relevant for articulation planning (Amunts et al., 1999)

See Figure 1 for the anatomical position of Broca's area in the left inferior frontal gyrus. The figure illustrates the close adjacency of Broca's area to premotor and motor regions controlling orofacial musculature, which supports interpretations that Broca's area functions as an interface between syntactic planning and articulatory execution (Amunts et al., 1999; Hagoort, 2005).

Broca's area is widely recognized as a central hub for language production, particularly in tasks involving the formulation and articulation of grammatically structured sentences. Early clinical observations by Paul Broca (1861) linked this region to the ability to produce fluent speech. Subsequent neuroimaging research has confirmed its role in the organization of verbal output (Indefrey & Levelt, 2004). One of the most important functions of Broca's area is the generation of syntactic structures. It plays a key role in selecting grammatical elements, organizing them hierarchically, and integrating them into coherent sequences. Functional MRI studies have shown that Broca's area becomes especially active during the processing of complex or non-canonical sentence structures, indicating its role in syntactic movement and hierarchical structuring (Friederici, 2011).

Additionally, Broca's area is involved in articulatory control. It works closely with the premotor cortex and the supplementary motor area to plan the physical aspects of speech. While it does not directly command muscle movement, it prepares the motor sequences needed for articulate verbalization (Hagoort, 2005). This role has been supported by stimulation studies in neurosurgery, where interference in Broca's area disrupts fluency without impairing comprehension, highlighting its central role in speech output (Ojemann et al., 1989). Furthermore, recent studies have expanded the function of Broca's area to include working memory related to language. During both speech production and comprehension, it contributes to maintaining and manipulating linguistic information across short spans of time (Rogalsky & Hickok, 2011). The dual engagement in production and comprehension reflects the area's multifunctional involvement in complex cognitive processing beyond speech mechanics alone.

Associated Disorder: Broca's Aphasia

Damage to Broca's area, typically resulting from a stroke in the superior branch of the middle cerebral artery, leads to a disorder known as Broca's aphasia or non-fluent aphasia. This condition is characterized by halting, effortful speech, limited vocabulary output, and agrammatism—difficulty forming grammatically correct sentences. Despite the reduced fluency, comprehension of simple spoken language often remains relatively preserved (Goodglass & Kaplan, 1983). Patients with Broca's aphasia often speak in short, fragmented phrases consisting mainly of content words, while omitting function words such as prepositions and conjunctions. For example, a patient may say “want... water... bottle” instead of “I want the water bottle.” This is commonly referred to as telegraphic speech. Alongside the expressive difficulties, these patients frequently demonstrate writing impairments and may show signs of apraxia of speech, a motor planning disorder that further complicates articulation (Damasio, 1992).

In some cases, Broca's aphasia is accompanied by right-sided motor weakness or hemiparesis due to the close proximity of Broca's area to motor regions that control the contralateral limbs. Neuroimaging techniques such as structural MRI or diffusion tensor imaging (DTI) are typically used to confirm damage to this area in clinical assessments (Kertesz, 2006). Rehabilitation for Broca's aphasia involves speech and language therapy, often emphasizing repetition, sentence construction, and phonological practice. Some advanced approaches integrate non-invasive brain stimulation, such as transcranial direct current stimulation (tDCS), to stimulate cortical plasticity and improve recovery outcomes (Thiel et al., 2006). Despite slow progress, many individuals show partial improvement over time, especially if therapy begins early and is intensive.

Wernicke's Area

Wernicke's area is located in the posterior part of the superior temporal gyrus (STG) of the dominant hemisphere, most often the left hemisphere. It generally corresponds to Brodmann area 22, although its exact anatomical boundaries are not fixed and can vary between individuals (Geschwind, 1970). It is situated near the auditory cortex, making it ideally positioned for receiving and interpreting auditory language input. Wernicke first identified this region in 1874, observing that damage in this area resulted in significant language comprehension deficits without affecting speech fluency (Wernicke, 1874). Importantly, Wernicke's area is connected to Broca's area via the arcuate fasciculus, a bundle of white matter fibers that facilitates the exchange of linguistic information between comprehension and production centers. This connection is crucial for repetition tasks and integrating semantic content with speech output (Catani & Mesulam, 2008).

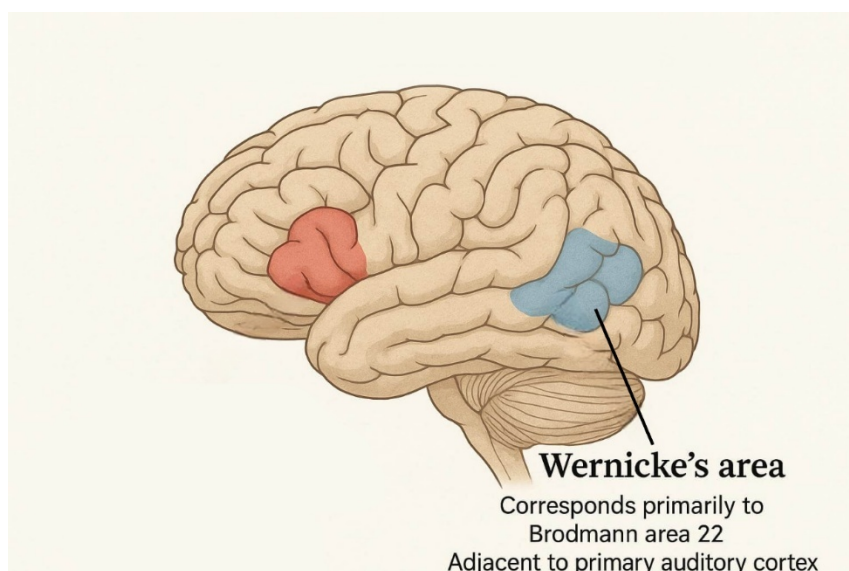


Figure 2: Wernicke's area anatomical location. Wernicke's area (posterior superior temporal gyrus, BA22) and proximity to the auditory cortex; important for phonological decoding and semantic integration (Binder et al., 2000).

Refer to Figure 2 to visualize Wernicke's area within the posterior superior temporal gyrus adjacent to the primary auditory cortex. The spatial proximity shown in the figure underpins Wernicke's role in phonological decoding and semantic mapping during auditory comprehension (Binder et al., 2000; Price, 2010).

Wernicke's area is primarily associated with language comprehension, particularly the processing of spoken language. It is responsible for decoding auditory linguistic input into meaningful units. Neuroimaging studies consistently show that Wernicke's area activates in response to intelligible speech but not to non-linguistic sounds or reversed speech, supporting its role in phonological decoding and lexical access (Binder et al., 2000). In addition to phonological processing, Wernicke's area plays a central role in semantic processing. It is involved in mapping sound representations to meaning, accessing the mental lexicon, and integrating new information with existing linguistic knowledge (Price, 2010). The area works in conjunction with nearby regions such as the angular gyrus and supramarginal gyrus, which contribute to broader language comprehension functions including metaphor interpretation, syntax, and reading comprehension (Seghier, 2013).

Functional MRI and electrophysiological studies indicate that Wernicke's area becomes especially active during tasks involving semantic ambiguity, sentence comprehension, and discourse-level integration, further reinforcing its function in high-level linguistic interpretation (Turken & Dronkers, 2011). This area appears to operate as a hub for processing meaningful speech, coordinating both bottom-up auditory input and top-down semantic expectations.

Associated Disorder: Wernicke's Aphasia

Lesions in Wernicke's area result in Wernicke's aphasia, also known as fluent aphasia or receptive aphasia. This condition is marked by severe deficits in language comprehension, while speech remains fluent but often nonsensical or lacking in meaningful content (Goodglass & Kaplan, 1983). Patients typically produce grammatically correct but semantically empty speech, often using made-up words (neologisms) or substituting incorrect words (semantic paraphasias). For instance, a patient with Wernicke's aphasia might say, "The treen is smorning the fizzle" when attempting to describe a familiar object or event. Despite the fluent speech

rate and preserved prosody, the content is unintelligible to listeners. A key symptom is impaired self-monitoring, meaning patients are often unaware of their language errors due to their compromised comprehension abilities (Kertesz, 2006).

In clinical settings, Wernicke's aphasia is diagnosed using a combination of language assessment tools—evaluating comprehension, repetition, naming, and spontaneous speech production—and neuroimaging, such as CT or MRI scans to confirm lesions in the left superior temporal region (Damasio, 1992). The condition is frequently associated with damage from ischemic stroke in the inferior division of the middle cerebral artery. Rehabilitation focuses on language comprehension strategies, semantic cueing, and improving word retrieval. However, outcomes vary depending on the severity of the lesion and the patient's responsiveness to therapy. While some recovery is possible, persistent deficits in understanding and expressing meaning often remain (Berthier, 2001). Innovative therapies involving neuromodulation or intensive auditory training are being explored, though more empirical evidence is needed to confirm their effectiveness.

Interaction Between Broca's and Wernicke's Areas

The Arcuate Fasciculus: A Language Bridge

The arcuate fasciculus is a critical white matter tract that connects Wernicke's area in the posterior superior temporal gyrus to Broca's area in the inferior frontal gyrus. This neural pathway serves as a communication bridge between the two language centers, enabling the integration of language comprehension and production processes. Anatomically, the arcuate fasciculus arches around the Sylvian fissure, linking temporal and frontal lobes in a pathway traditionally referred to as part of the perisylvian language network (Catani & Mesulam, 2008). Historically, the significance of this tract was emphasized in the Wernicke-Geschwind model, which posited that auditory information is first decoded in Wernicke's area and then transmitted via the arcuate fasciculus to Broca's area for articulation (Geschwind, 1970). While this model has evolved, the arcuate fasciculus remains fundamental in modern neurolinguistic theories, particularly in relation to repetition tasks, syntactic planning, and verbal working memory (Dick et al., 2014).

Diffusion tensor imaging (DTI) has revealed that the arcuate fasciculus is not a singular uniform tract, but rather a bundle of segregated fibers with terminations in distinct subregions of the frontal and temporal lobes. It comprises both direct long-segment fibers and indirect branches that interact with regions such as the inferior parietal lobule (Glasser & Rilling, 2008). This anatomical complexity supports its multiple functions in both phonological and semantic processing.

Recent diffusion imaging studies have shown that the arcuate fasciculus comprises several segments with distinct frontal and temporal terminations. A long direct segment links posterior temporal regions with inferior frontal gyrus, whereas indirect segments connect temporal cortex with inferior parietal regions that in turn project to frontal cortex (Glasser & Rilling, 2008). Functionally, the direct dorsal segment is most associated with phonological-to-motor mapping and repetition tasks, while indirect pathways support integration with semantic and working memory systems in the inferior parietal lobule. Damage to specific arcuate segments produces different clinical profiles, explaining variations in conduction aphasia and other repetition disorders (Catani & Mesulam, 2008). This anatomical detail reinforces the view that Broca–Wernicke connectivity is not a single pipeline but a network of routes that support task-dependent interactions between comprehension and production.

The Interrelation of Comprehension and Production

The interaction between Wernicke's and Broca's areas reflects the intrinsic bidirectional nature of language processing. Wernicke's area decodes incoming auditory or

written linguistic information, which is then relayed—via the arcuate fasciculus—to Broca’s area, where it is transformed into a structured, articulatory plan. This process allows not only for speech production in response to verbal input, but also for self-monitoring during speaking, ensuring coherence and appropriateness of language output (Hickok & Poeppel, 2004). Neuropsychological and neuroimaging studies indicate that language comprehension and production are not isolated functions, but rather interdependent processes. During conversation, for example, Broca’s area becomes active not only when speaking, but also while preparing syntactic responses during listening. Similarly, Wernicke’s area contributes to monitoring and adjusting one’s speech based on perceived semantic feedback (Hagoort, 2005). This interaction is essential for turn-taking, error correction, and real-time linguistic adaptation.

Functional connectivity studies using resting-state fMRI and magnetoencephalography (MEG) have shown that Broca’s and Wernicke’s areas exhibit synchronized activity during both silent reading and overt speech, underscoring the shared neural architecture of comprehension and expression (Turken & Dronkers, 2011). These findings challenge the notion of a strict division between receptive and expressive language functions, instead supporting a distributed network model in which both regions coordinate to process linguistic input and generate output efficiently. Furthermore, disruptions in the arcuate fasciculus have been implicated in conduction aphasia, a condition characterized by the inability to repeat spoken language despite intact comprehension and fluent speech. This disorder serves as clinical evidence for the functional necessity of the Broca-Wernicke connection, highlighting the arcuate fasciculus as essential for integrating heard language with speech planning (Kertesz, 2006).

Comparative Theoretical Analysis: Localization vs Distributed/Dual-Stream Accounts

The classical Wernicke-Geschwind localization model posits a serial flow of information from auditory decoding (Wernicke’s area) via the arcuate fasciculus to articulatory planning (Broca’s area) (Geschwind, 1970). While historically influential, this account underestimates the complexity and parallelism observed in modern neuroimaging and connectivity studies. Contemporary models propose at least two interacting streams: a dorsal stream that maps sound to articulation and a ventral stream that maps sound to meaning (Hickok & Poeppel, 2004). The dorsal pathway includes the arcuate fasciculus and is implicated in phonological processing and repetition; the ventral pathway engages temporal lobe structures for semantic processing and comprehension. Connectivity and DTI studies further refine these pathways, revealing multiple subcomponents and indirect routes (Glasser & Rilling, 2008; Catani & Mesulam, 2008). Empirical evidence from fMRI and lesion studies suggests that Broca’s and Wernicke’s areas participate in both streams depending on task demands: Broca’s area supports syntactic unification and controlled retrieval (Friederici, 2011; Hagoort, 2005), while Wernicke’s region anchors semantic access and lexical integration (Binder et al., 2000). Thus, a hybrid account—one that recognizes localized nodes but situates them within distributed, task-dependent networks—best captures current evidence (Dick, Bernal & Tremblay, 2014). The theoretical implication is that language processing is both modular (node-specific computations) and networked (dynamic functional integration), with important consequences for the interpretation of aphasia and rehabilitation strategies.

Case Studies and Research Findings

Foundational Case Studies: Broca and Wernicke

The origins of modern neurolinguistics are often traced back to the pivotal case studies conducted in the 19th century by Paul Broca and Carl Wernicke, which first established a connection between language functions and localized brain regions. Paul Broca, a French physician and anatomist, documented in 1861 the case of a patient known as "Tan," who had

lost the ability to speak fluently, despite retaining comprehension abilities. Upon autopsy, Broca discovered a lesion in the posterior inferior frontal gyrus of the left hemisphere—a region that would later be named Broca's area (Broca, 1861).

Broca's observations laid the foundation for the concept of localization of function, positing that distinct brain areas are responsible for specific cognitive tasks. Building upon this theory, Carl Wernicke, a German neurologist, described in 1874 a contrasting pattern in patients who could produce fluent but nonsensical speech and had profound difficulty understanding spoken language. These patients exhibited damage to the posterior superior temporal gyrus, a region that became known as Wernicke's area (Wernicke, 1874).

These complementary discoveries led to the formulation of the Wernicke-Geschwind model, a framework suggesting a hierarchical processing route from auditory comprehension in Wernicke's area, through the arcuate fasciculus, to speech production in Broca's area (Geschwind, 1970). Though later refined by contemporary models, these early studies remain foundational in psycholinguistic theory.

Insights from Modern Neuroimaging Studies

With the advancement of non-invasive neuroimaging technologies, especially functional magnetic resonance imaging (fMRI) and electroencephalography (EEG), contemporary researchers have been able to investigate language processing in real time, revealing a more nuanced and interactive model of brain function. fMRI studies have demonstrated that Broca's and Wernicke's areas are not exclusively responsible for production and comprehension, respectively. Instead, both areas show co-activation during complex linguistic tasks. For instance, Friederici et al. (2006) demonstrated that Broca's area activates during the comprehension of syntactically complex sentences, challenging the traditional view of it being only a production center. The study showed increased activation in BA44 during tasks requiring the interpretation of hierarchical syntactic structures, suggesting that this region supports grammatical integration across modalities.

Similarly, Wernicke's area has been shown to activate during lexical decision-making and word recognition. Binder et al. (2000) used fMRI to demonstrate that semantic decision tasks elicited strong responses in the posterior superior temporal and angular gyri, supporting their role in semantic access and integration. These findings indicate that comprehension is distributed across a temporo-parietal network, with Wernicke's area as a core node. EEG and ERP (Event-Related Potential) studies have provided temporal resolution to these spatial findings. One key component, the N400, is consistently associated with semantic processing difficulties, such as incongruent word usage. Research by Kutas and Federmeier (2000) has shown that the amplitude of the N400 increases in response to semantically unexpected words, particularly in the left temporal lobe regions associated with Wernicke's area.

Another ERP component, the P600, is associated with syntactic reanalysis or repair, often linked to activity in Broca's area. Studies have shown that sentences requiring syntactic revision (e.g., garden-path constructions) elicit a late positivity that correlates with increased demands on the syntactic working memory of the left inferior frontal gyrus (Osterhout & Holcomb, 1992). These modern techniques have also highlighted the bilateral and dynamic nature of language networks, challenging the classic left-dominant model. For example, studies in aphasic patients have revealed compensatory activation in the right hemisphere homologues of Broca's and Wernicke's areas during recovery, suggesting neural plasticity in language reorganization (Thiel et al., 2006).

Table 1: Definitions and Functions of Broca's and Wernicke's Areas

Aspect	Broca's Area	Wernicke's Area
Location	Posterior part of the inferior frontal gyrus (Brodmann areas 44 and 45)	Posterior part of the superior temporal gyrus (Brodmann area 22)
Primary Hemisphere	Typically left hemisphere (language-dominant side)	Typically left hemisphere (language-dominant side)
Function: Language Role	Language production, syntactic processing, speech articulation planning	Language comprehension, phonological decoding, semantic integration
Grammatical Role	Responsible for syntactic structure building and grammatical accuracy	Supports understanding of word meanings and sentence-level semantics
Cognitive Involvement	Verbal working memory, sequential motor planning	Lexical access, semantic association, auditory word recognition
Related Brain Pathways	Connected to Wernicke's area via the arcuate fasciculus	Connected to Broca's area via the arcuate fasciculus
Associated Disorder	Broca's aphasia (non-fluent, effortful speech with preserved comprehension)	Wernicke's aphasia (fluent but nonsensical speech with impaired comprehension)
Neuroimaging Evidence	fMRI shows activation during sentence production and syntactic complexity	fMRI/EEG show activation during semantic and lexical processing tasks
Historical Discovery	Identified by Paul Broca (1861) through lesion studies in non-fluent aphasics	Identified by Carl Wernicke (1874) through studies on fluent aphasic patients

Implications for English Language Teaching

Translating neurolinguistic knowledge about Broca's and Wernicke's areas into ELT practice can enrich pedagogical strategies in several ways. First, insights into syntactic processing and the role of Broca's area suggest that sentence construction exercises that explicitly scaffold hierarchical grammar and sequencing may reduce cognitive load and strengthen syntactic competence. Activities such as guided sentence combining, controlled transformation drills, and incremental complexity tasks align with the demand on syntactic unification processes (Friederici, 2011). Second, the functional role of Wernicke's area in semantic mapping indicates that vocabulary teaching should prioritize deep semantic encoding and multimodal associations (e.g., semantic mapping, extensive contextualized reading, and auditory-visual integration) to strengthen ventral stream processing (Binder et al., 2000). Third, phonological-to-motor mapping via dorsal pathways highlights the importance of pronunciation and articulation practice—for example, segmental drills, minimal pair practice, and prosody training—that connect auditory perception with motor production. Fourth, because both areas participate in working memory demands during sentence comprehension and production, teachers should incorporate working memory supports such as chunking, rehearsal opportunities, and multimodal cues when presenting complex sentences, especially for L2 learners (Rogalsky & Hickok, 2011). Finally, assessment design can be informed by neurolinguistics: differentiate tasks that probe syntactic processing (e.g., sentence-comprehension and transformation) from those emphasizing semantic integration (e.g., discourse comprehension) to obtain a more nuanced profile of learners' strengths and weaknesses. An awareness of neurobiological constraints does not prescribe pedagogy but provides a plausible explanatory framework that can guide evidence-based instructional design and future classroom research.

CONCLUSION

The investigation of Broca's and Wernicke's areas provides a fundamental understanding of how the human brain processes language through distinct yet interconnected neural structures. Broca's area, situated in the posterior inferior frontal gyrus, is primarily

responsible for language production, syntactic organization, and articulatory planning. In contrast, Wernicke's area, located in the posterior superior temporal gyrus, plays a central role in language comprehension and semantic interpretation. Despite their specialized functions, both areas operate as part of a dynamic, interactive network supported by the arcuate fasciculus, a crucial white matter tract facilitating communication between the two regions.

Historical case studies by Paul Broca and Carl Wernicke laid the groundwork for neurolinguistic theory, while modern neuroimaging methods such as fMRI and EEG have refined our understanding by revealing more complex patterns of co-activation and bidirectional processing. These findings challenge the classical compartmentalization of language into isolated centers and support a more integrated, distributed network model. Clinical evidence from aphasic patients further illustrates the functional importance of these regions, particularly in language disruption and recovery.

This theoretical review clarifies how Broca's and Wernicke's areas function as specialized nodes within a broader, task-dependent language network. By integrating classical lesion evidence with contemporary neuroimaging and connectivity studies, the review advances a hybrid theoretical account that recognizes both node-specific computations and distributed network dynamics. The manuscript contributes theoretically by reconciling localizationist observations with dual-stream and connectivity frameworks, and practically by translating neurobiological findings into actionable implications for English Language Teaching and clinical rehabilitation. Future research should empirically test specific pedagogical interventions inspired by this framework and pursue longitudinal neuroimaging studies to chart how instruction-driven changes in processing manifest at the neural level.

In conclusion, a comprehensive understanding of Broca's and Wernicke's areas—and their interconnection—offers valuable insight into the neurobiological basis of language. This knowledge contributes significantly to the fields of psycholinguistics and neurolinguistics, while also informing practical approaches in neurological assessment and language rehabilitation. Continued interdisciplinary research is essential for deepening our understanding of how language emerges from brain function and how it can be restored when disrupted.

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