CHIEF EDITOR

FATCHUL MU'IN

ENGLISH LANGUAGE
LEARNING AND TEACHING:
a critical review from the students' perspectives

ENGLISH LANGUAGE LEARNING AND TEACHING:
a critical review from the students' perspectives

EDITORS:
FATCHUL MU'IN,
NASRULLAH,
FAHMI HIDAYAT,
RAISA FADILLA

WRITERS:
AINAYYA SALSABIL MAULIDITA , ANDHIKA WAHYU BRAMANTA, ANNISA FAKHIRAH, ARIANTO WIBOWO, AULIA MAURIDA, DELFISEA CAHYA, ELDHO ONDHO DHION DIRAIT, FATCHUL MU'IN, GHINA AULIA HASANAH, HENNIE RAHMAWATI, MUHAMMAD RIFQI, MUHAMMAD FAUZIAN NOOR, MUHAMMAD RIZQI YOGA MAHENDRA, NORLITA, NUR ANISAH, RIMA CAHAYA FEBRINA

ENGLISH LANGUAGE LEARNING AND TEACHING:

A Critical Review from the Students' Perspectives

Ainayya Salsabil Maulidita
Andhika Wahyu Bramanta
Annisa Fakhirah
Arianto Wibowo
Aulia Maurida
Delfisea Cahya
Eldho Ondho Dhion Sirait
Fatchul Mu'in
Ghina Aulia Hasanah
Hennie Rahmawati
Muhammad Rifqi
Muhammad Fauzian Noor
Muhammad Rizqi Yoga Mahendra
Norlita
Nur Anisah
Rima Cahaya Febrina

ENGLISH LANGUAGE LEARNING AND TEACHING:
A Critical Review from the Students' Perspectives

PREFACE

We thank God Almighty for His compassion and mercy in allowing us to complete this book. The creation of this book is the result of the thoughts of the writers and editors entitled **"English Language Learning and Teaching: A Critical Review from the Students' Perspectives"**. We recognize that completing this effort would be extremely difficult without the assistance and guidance of numerous stakeholders. As a result, we'd like to thank everyone who helped us put this book together until it can be presented to the reader.

This book provides an overview of a critical perspective on student learning and teaching English. This chapter book has 16 appropriately arranged chapters that provide readers with insight into learning and teaching English based on critical reviews from the perspective of students.

Finally, we hope that the chapters of this book produced through student labor will be useful to many people and that God Almighty will be delighted to repay all those who have assisted. This book, hopefully, will aid in the advancement of science.

Banjarmasin, 27 April 2023

Editor

TABLE OF CONTENT

ENGLISH LANGUAGE LEARNING AND TEACHING:
A Critical Review from the Students' Perspectives

Ainayya Salsabil Maulidita
Andhika Wahyu Bramanta
Annisa Fakhirah
Arianto Wibowo
Aulia Maurida
Delfisea Cahya
Eldho Ondho Dhion Sirait
Fatchul Mu'in
Ghina Aulia Hasanah
Hennie Rahmawati
Muhammad Rifqi
Muhammad Fauzian Noor
Muhammad Rizqi Yoga Mahendra
Norlita
Nur Anisah
Rima Cahaya Febrina

EDITORIAL
A Language: How Is It Acquired, Learned and Used?

A. What is a Language?

A language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchioro, 1964). A language is a system of communication that is used by humans to convey meaning through spoken, written, or signed words and symbols. Languages are made up of a set of rules that govern how words are used to form sentences and convey information.

Based on the definition of a language above, a language is a means of communication. However, if the definition of a language is used in language study, we must involve other means of communication that are not categorized as a language. For example, if we regard a language as consisting of sounds, it shows that the other means of communication may use sounds as its medium. In short, a means of communication known as a language must have some characteristics that do not belong to the other means of communication.

Forms of sentences of a language generally serve a specific function. The sentences are created, among others, based on their purposes. The purposes of creating sentences are (a) to inform something or someone to the audiences; the sentences created are called statements (declarative sentences), (b) to question something or someone; the resultant forms are interrogative sentences, (c) to ask or command someone to do something; the consequent structures are imperative sentences, and (d) to show a surprise on someone or something; the resultant forms are exclamatory sentences. Traditionally, there are three functions of a language. These three functions of a language are related from one to another. For the sake of discussion, they are discussed in separate ways. The prime function of a language has been assumed to be cognitive; a language is used to express ideas, concepts, and thoughts. The

second function is said to be evaluative; language has been viewed as a means of conveying attitudes and values. The third function of a language is referred to be affective; a language is used by its speakers to transmit emotions and feelings.

According to Mary Finocchiaro, there are six functions of a language are; they are as follows:

The personal function enables the user of a language to express his innermost thoughts; his emotions such as love, hatred, and sorrow; his needs, desires, or attitudes; and to clarify or classify ideas in his mind. *The interpersonal function* enables him to establish and maintain good social relations with individuals and groups; to express praise, sympathy, or joy at another's success; to inquire about health; to apologize, to invite. *The directive function* enables the speaker to control the behavior of others through advice, warnings, requests, persuasion, suggestions, orders, or discussion. *The referential function* enables the speaker to talk about objects or events in the immediate setting, environment, or culture; to discuss the present, past, and future. *The metalinguistic function* enables the speaker to talk about language, for example, "What does it mean?" *The imaginative function* enables the speaker to use language creatively in rhyming, composing poetry, writing, or speaking (1989:1-2).

Language is a complex system of communication that consists of multiple subsystems, including phonology (the sound system of a language), morphology (the structure of words), syntax (the arrangement of words and phrases to create well-formed sentences), semantics (the meaning of words and sentences), and pragmatics (the use of language in context).

1. Speech sounds in Phonetics and Phonology

Phonetics and phonology are both concerned with studying speech sounds, the basic building blocks of language. Phonetics studies the physical properties of speech sounds, such as their articulation, acoustics, and perception. Phonology, conversely, concerns the abstract system of sounds and sound patterns in a particular

language and how they are used to convey meaning.

Both phonetics and phonology assume that language is essentially an oral or spoken medium, as it is primarily through speech that we communicate with one another. While writing and other forms of communication are important, they are ultimately derived from and based on the spoken word. Therefore, understanding the nature of speech sounds and how they are produced, perceived, and used in a language is essential to understanding language as a whole.

Speech sounds are sounds that are produced by using speech organs. Speech sounds of a language are studied through phonetics and phonology. Phonetics and phonology are two linguistics subfields that study human language's sounds. Phonetics deals with the physical properties of speech sounds, including their production, transmission, and perception. It also examines the acoustic characteristics of speech sounds, such as their frequency, amplitude, and duration. Phonology, on the other hand, focuses on the abstract, mental representations of speech sounds in language. It studies the patterns and rules that govern the distribution and organization of speech sounds in a given language or dialect. For example, phonology might investigate why certain sounds can only occur in certain positions within a word or why some sounds can change depending on the surrounding sounds.

Phonetics studies the physical properties of speech sounds, including their production, transmission, and perception. It investigates how the human speech organs make sounds, how they are transmitted through the air as sound waves, and how the listener perceives them. In phonetics, speech sounds are classified according to their articulatory, acoustic, and auditory properties. Therefore, phonetics are classified into (a) articulatory phonetics, (b) acoustic phonetics, and (c) auditory phonetics.

F. References

Abdul Chaer and Leonie Agustina.1995. Sosiolinguistik: Perkenalan Awal. Jakarta: Rineka Cipta.

Asril Marjohan. 1988. An Introduction to Sociolinguistics. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Dikti, Depdikbud.

Bell, Roger T. 1976. Sociolinguistics, Goals, Approaches, and Problems. London: B.T. Batsford Ltd.

Brown, H. Douglas. 1982. Principles of Language Teaching and Learning. New York: Addison Wesley Longman, Inc.

Dauer, Rebecca M. 1993. Accurate English. New Jersey: Prentice-Hall Regents.

Dowty, David R., 1981. Language Files. USA: Department of Linguistics / The Ohio State University

Fatchul Mu'in, 2019. Sociolinguistics: A Study of Language from Sociocultural Perspective. Banjarbaru: Cipta Cendekia.

Fatchul Mu'in, Jumadi and Rusma Noortyani. 2023. Antropolinguistik Kajian Bahasa Dalam Perspektif Budaya. Purbalingga: Eureka Media Aksara.

Finch, Geoffrey. 1998. How to Study Linguistics. London: Macmillan Press Ltd

Finocchiaro, Mary. 1989. English as a Second/Foreign Language from Theory to Practice. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall Regents

Fishman, J.A. 1972. Language in Sociocultural Change. California: Stanford University Press.

Fraser, Bruce. 1983. The Domain of Pragmatics in Richards and Schmidt (eds.). Language and Communication. London: Longman.

Fromkin, Victoria, Robert Rodman. 1988. An Introduction to Language. Los Angeles: California University Press.

Geertz, Clifford. 1960. "Linguistic Etiquette" in The Religion of Java. Free Press

Holmes, Janet. 2001. An Introduction to Sociolinguistics. Essex, London: Pearson Education Limited.

Hope C. Dawson & Michael Phelan. (2016). Language Files, Materials for an Introduction to Language and Linguistics. Twelfth Edition. Columbus: The Ohio State University Press.

Leech, Geoffrey. 1983. Principles of Pragmatics. London: Longman Group.

Ramelan. 1979. Phonetics. Part 1. Semarang: IKIP Semarang Press.

Ramelan, 1984. Introduction to Linguistics. Semarang: FPBS IKIP Semarang

Steinberg, Danny D. 1997. An Introduction to Psycholinguistics. London: Longman

Taylor, Insup. 1990. Psycholinguistics. Englewood, NJ: Prentice-Hall International, Inc.

Traugott, Elizabeth Closs & Marry Louise Pratt. 1990. Linguistics; For Students of Literature. San Diego: Harcourt Brace Jovanovich Publishers.

Trudgill, Peter. 1974. Sociolinguistics: An Introduction. Middlesex, England: Penguin Books.

Wardhaugh, Ronald, 1986. An Introduction to Sociolinguistics. Oxford: Basil Blackwell Ltd.

CHAPTER 1

LANGUAGE AND LINGUISTICS

Fatchul Mu'in

A. Introduction

Before starting to discuss a language, sometimes we are necessary to define it. In this relation, we may ask some questions such as: "What is a language?" or "What do you know about a language," or "What is meant by a language?" Someone's answer may be different from that of the other. For instance, he says: "Oh, it is what we use in communication," or the other says: "It is made up of sentences that convey meaning," or perhaps someone else says: "It is a means of communication." If those definitions are viewed from the study of language, they need to be more ones. Common people may define a language as a means of communication used by people with a common culture, history, or geographic location. They may describe a language as a system of words, phrases, and grammar rules that allow speakers to express themselves and convey meaning to others. They may also view language as a tool for connecting with others, building relationships, and preserving cultural identity and heritage. Additionally, some people may associate language with national identity or ethnicity and view it as expressing pride in their cultural heritage.

A language can be defined as a system of communication consisting of sounds, words, and grammar used by a particular community or nation to express ideas, thoughts, feelings, and experiences. Language allows us to convey information, express emotions, and connect with others. It is a key aspect of human

of responses. Language is dynamic; languages constantly change, adding new words, phrases, and meanings. Language is universal; all human societies have language in some form, and all languages have similar characteristics and structures. Language is learned; language is not innate but learned through exposure and experience. Finally, language is multifunctional; language serves various functions, including communication, expression of identity, social interaction, and cognitive processing.

There are three functions of a language. These three functions of a language are related from one to another. For the sake of discussion, they are discussed in separate ways. The prime function of a language has been assumed to be cognitive; a language is used to express ideas, concepts, and thoughts. The second function is said to be evaluative; language has been viewed as a means of conveying attitudes and values. The third function of a language is referred to be effectiveness; a language is used by its speakers to transmit emotions and feelings. The primary function of language is to enable communication between individuals or groups, allowing them to convey information, express ideas, share emotions, and coordinate actions (Fatchul Mu'in, 2019).

G. References

Abdul Chaer and Leonie Agustina.1995. Sosiolinguistik: Perkenalan Awal. Jakarta: Rineka Cipta.

Asril Marjohan. 1988. An Introduction to Sociolinguistics. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Dikti, Depdikbud.

Bell, Roger T. 1976. Sociolinguistics, Goals, Approaches, and Problems. London: B.T. Batsford Ltd.

Brown, H. Douglas. 1982. Principles of Language Teaching and Learning. New York: Addison Wesley Longman, Inc.

Brown Gillian & George Yule. 1983. Discourse Analysis. Cambridge: Cambridge University Press

Carol M. Eastman, 1975. Aspects of Language and Culture. San Francisco: Chandler & Sharp Publishers, Inc

Coulthard, Malcolm. 1977. An Introduction to Discourse Analysis. Longman: Longman Group

Dauer, Rebecca M. 1993. Accurate English. New Jersey: Prentice-Hall Regents.

Dowty, David R., 1981. Language Files. USA: Department of Linguistics / The Ohio State University

Fatchul Mu'in, 2019. Sociolinguistics: A Study of Language from Sociocultural Perspective. Banjarbaru: Cipta Cendekia.

Fatchul Mu'in, Jumadi and Rusma Noortyani. 2023. Antropolinguistik Kajian Bahasa Dalam Perspektif Budaya. Purbalingga : Eureka Media Aksara.

Finch, Geoffrey. 1998. How to Study Linguistics. London: Macmillan Press Ltd

Finocchiaro, Mary. 1989. English as a Second/Foreign Language from Theory to Practice. Fourth Edition. Englewood Cliffs, New Jersey: Prentice-Hall Regents

Fishman, J.A. 1972. Language in Sociocultural Change. California: Stanford University Press.

Fraser, Bruce. 1983. The Domain of Pragmatics in Richards and Schmidt (eds.). Language and Communication. London: Longman.

Fromkin, Victoria, Robert Rodman. 1988. An Introduction to Language. Los Angeles: California University Press.

Geertz, Clifford. 1960. "Linguistic Etiquette" in The Religion of Java. Free Press

Holmes, Janet. 2001. An Introduction to Sociolinguistics. Essex, London: Pearson Education Limited.

Hope C. Dawson & Michael Phelan. (2016). Language Files, Materials for an Introduction to Language and Linguistics. Twelfth Edition. Columbus: The Ohio State University Press.

Jufrizal, K.A. (2021). Tipologi Linguistik, Konsep Dasar dan Aplikasinya. (Edisi Revisi). Denpasar-Bali: Pustaka Larasan.

Leech, Geoffrey. 1983. Principles of Pragmatics. London: Longman Group.

Ramelan. 1979. Phonetics. Part 1. Semarang: IKIP Semarang Press.

Ramelan, 1984. Introduction to Linguistics. Semarang: FPBS IKIP Semarang

Steinberg, Danny D. 1997. An Introduction to Psycholinguistics. London: Longman

Taylor, Insup. 1990. Psycholinguistics. Englewood, NJ: Prentice-Hall International, Inc.

Traugott, Elizabeth Closs & Marry Louise Pratt. 1990. Linguistics; For Students of Literature. San Diego: Harcourt Brace Jovanovich Publishers.

Trudgill, Peter. 1974. Sociolinguistics: An Introduction. Middlesex, England: Penguin Books.

Wardhaugh, Ronald, 1986. An Introduction to Sociolinguistics. Oxford: Basil Blackwell Ltd.

Weinreich, Uriel. 1967. Languages in Contact. (The fifth edition). The Hague: Mouton & Co.

CHAPTER 2 | PHONOLOGICAL PROBLEMS IN ENGLISH LANGUAGE LEARNING

Delfisea Cahya

A. Introduction

Language is a communication tool owned by humans in the form of a system of sound symbols originating from speech organs. It is used to communicate, sharing ideas, thoughts, and so on. According to Sapir (1921) "language is purely human and non-intrinsic method of communicating ideas, emotions, and desires by means of voluntary produced by symbols." Nowadays, English becomes the most essential language in the world. Almost all people around the world use English to communicate each other. Mu'in (2019) stated that, English is not only utilized as a universal language for communication between native and non-native English speakers, but it is also widely used as a medium of communication for those who have backgrounds speaking mother tongues other than English. Since English is considered as a universal language, it is important to learn English language. When someone communicates in English, they have to make good pronunciation. One of the crucial aspects in learning English is pronunciation.

Learning English pronunciation is very important for all people studying English as a foreign language. According to Pollard (2008), an important aspect of acquiring the ability to speak a foreign language is pronunciation. A person should have a wide vocabulary as well as clear pronunciation when communicate to others. Therefore, mastering pronunciation is

E. References

Birjandi, P., & Nodoushan, M.A.S. (2005). An Introduction to Phonetics. Tehran: Zabankadeh Publications.

Komariah, A. (2018). Problem in pronouncing the English sounds faced by the students of SMPN 2 Halong, Banjar. Journal of English Language and Pedagogy,1.

Ladefoged, P. (1996). Elements of acoustic phonetics (2nd edition). Chicago: University of Chicago Press https://doi.org/10.7208/chicago/9780226191010.001.0001

Mu'in, Fatchul. (2017). Phonemic Interference of Local Language in Spoken English by Students of English Language Education Study Program of Lambung Mangkurat University. Journal of Language Teaching and Research, 2017 Vol. 8 (1): 64-74. doi: http:/dx.doi.org/10.17507/jltr.0801. 08001.08

Mu'in, F. (2019). Sociolinguistics: A Language Study in Sociocultural Perspectives (revision edition). Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat Banjarmasin.

Pollard, Lucy. (2008). Teaching English. London: University of London.

Pratiwi, P.P.A., & Surono (2022). Phonological problems in pronouncing English loanwords faced by the first semester students of PBI UAD. IUCEE Proceeding 2022. 1(1), p.7-17.

Sapir, E. (1921). Language: An Introduction to the Study of Speech. New York: Harcourt, Brace & World Inc., 33-35.

Smith, J.J. (2007). Sound Change and the history of English. Oxford: Oxford University Press Inc.

Sudarmo, S. (2016). Fonotaktik Bahasa Banjar (Banjarese Phonotactic). Jurnal Bahasa, Sastra Dan Pembelajarannya, 6(2), 284-303.

Yule, G. (2010). The study of language (4th edition). Cambridge University Press

Zhang, F., & Yin, P. (2009). A study of pronunciation problems of English learners in China. Asian social science, 5(6), 141-146.

CHAPTER 3

PRONUNCIATION PROBLEMS IN THE ENGLISH LANGUAGE LEARNING

Muhammad Rizqi Yoga Mahendra

A. Introduction

English is widely accepted as a communication medium and occupies a prominent place in the curriculums of schools, colleges, and universities that teach English as a foreign language. To engage themselves in life skills, Indonesian students need to learn English as a foreign language. (Zhang & Yin, 2009) When learning a language, there are many things to study including vocabulary, grammar, reading, writing and speaking. Good speaking requires good pronunciation (Ellis, 1997). Knowing grammar and vocabulary is important for students, but they need to pronounce those structures or words correctly. Besides, students should aim for good pronunciation. Though many Indonesians struggle with foreign language acquisition, one of the most significant challenges is pronunciation. Many students may find that pronouncing words is a barrier to effective communication. More importantly, pronunciation is a critical component of oral communication (Berry, 2021). Thus, without correct pronunciation, verbal communication can be done inadequately and can be rigorously impaired.

Pronunciation has been indicated as one of the most crucial aspects in English learning that related to the learners' skill. The spread of English throughout the world has led to an increase in English speakers, this has resulted in many different

and consonants in English. Therefore a teaching system is needed that is more able to develop students' abilities in pronunciation as well as the use of games and role plays while studying so that students can better grasp the context and become accustomed to English pronunciation. students can also practice at home by watching learning videos about English pronunciation and practicing using a mirror as an evaluation medium for how to pronounce it so they can find out where the mistakes are.

Pronunciation problems can arise for a variety of reasons, such as accent, phonetic awareness, tongue and mouth placement, language exposure, and speech disorders. Improving pronunciation problems may involve combining techniques, such as speech therapy, accent reduction training, oral-motor therapy, and exposure to authentic language sources. Therefore, it is important to work with a qualified speech-language pathologist or another healthcare provider to determine the best course of treatment for each individual's specific needs

G. References

Abdul Chaer and Leonie Agustina.1995. Sosiolinguistik: Perkenalan Awal. Jakarta: Rineka Cipta.

A.S. Hornby, Gen. Ed. 1987. Oxford Advance Learner's Dictinary of current English. Oxford: Oxford University Press.

Abbas Pourhosein Gilakjani. (2012) The Significance of Pronunciation in English Language Teaching

Ahmed, Z. (2017). Difficulties encountered by EFL students in learning pronunciation: A case study of Sudanese higher secondary schools. International Journal of English Linguistics, 7(4), 75-82.

Ammar, M. D., Hartono, R., & Anggraini, N (2021). English Pronunciation Problems Analysis Faced by English Education Students in The Second Semester at Indo

Global Mandiri University. Global Expert: Jurnal Bahasa dan Sastra, 10(1), 1-7.

Asher, J. (1977). Children learning another language: A developmental hypothesis. Child Development, 48(3), 1040-1048

Asril Marjohan. 1988. An Introduction to Sociolinguistics. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Dikti, Depdikbud.

Bell, Roger T. 1976. Sociolinguistics, Goals, Approaches, and Problems. London: B.T. Batsford Ltd.

Berry, D. M. (2021). Level up your pronunciation: Impact of a mobile game. MEXTESOL Journal, 45(1), n1.

Brown, A. (1992). Approaches to pronunciation teaching. Macmillan.

Brown, H. Douglas. 1982. Principles of Language Teaching and Learning. New York: Addison Wesley Longman, Inc.

Brown Gillian & George Yule. 1983. Discourse Analysis. Cambridge: Cambridge University Press

Carr, P. (2008). A Glossary of Phonology. Edinburg: Edinburg University Press.

Carol M. Eastman, 1975. Aspects of Language and Culture. San Francisco: Chandler & Sharp Publishers, Inc

Coulthard, Malcolm. 1977. An Introduction to Discourse Analysis. Longman: Longman Group

Crystal, D. (2008). A Dictionary of Linguistics and Phonetics sixth edition. Oxford: Blackwell Publishing.

Daniel, A., Dawson, O., Dilip, A., Kahanda, I., Kris, G., & Ragel, R. (2014). Difference Between Articulation and Pronunciation. Retrieved March 3, 2016 from http://www.differencebetween.com/difference-between- articulation-and-vs-pronunciation/

Dardjowidjojo, S. (2009). English Phonetics and Phonology: for Indonesians. Jakarta: Yayasan Obor Indonesia.

David Nunan. (2013) Learner-centered English Language Education

Fatchul Mu'in, Dini Nor Arini, Rosyi Amrina. (2018). Language in oral production perspective. Bandung: Rasibook

Dyslexia-reading-well.com, "The 44 Phonemes in English ", February 1, 2018. https://www.dyslexia-reading-well.com/44-phonemes-in-english.html#:~:text=Despite%20there%20being%20just%2026,used%20to%20represent%20the%20sounds. (Ac on December 27, 2020)

Hapip, A.D. 2008. Kamus Banjar Indonesia. Banjarmasin: CV. Rahmat Hafiz Al Mubaraq

Hayes, B. (2009). Introductory Phonology. Malden: Wiley Black-Bell.

Henry Rogers. (2013). The Sounds of Language an Introduction to Phonetics. New York: Routledge

Hornby, A. S. (2005). Oxford Advanced Learner's Dictionary 7th Edition. New York: Oxford University Press.

International Phonetic Association. (2015). The International Phonetic Alphabet and the IPA Chart. Retrieved March 3, 2016, from https://www.internationalphoneticassociation.org/content/ipa-chart

Joanne Kenworthy. (1987) Teaching English Pronunciation

Jones, Daniel. (1978). An Outline of English Phonetic. Cambridge: Cambridge University Press.

Krashen, S. D. (1982). Principle and practice in second language acquisition. Pergamon Press.

Kelly, G. 2000. How to Teach Pronunciation. Essex: Pearson Education Limited.

Kenstowics, M., & Kisseberth, C. (1979). Generative Phonology: Description and Theory New York: Academic Press.

Luchini, P. (2006). Enhancing learners' motivation and concern for improving their pronunciation at a translator program in Argentina. HOW, 13(1), 125-137.

Laksmi Dharmika Yowani. (2021) Common pronunciation problem of learner of English.

Mackey, William F. "The Description of Bilingualism". in Fishman, J.A. Ed., (1972). Readings in The Sociology of Language. The Hague-Paris: Mouton.

MacMahon, A. (2002). An Introduction to English Phonology. Edinburgh: Edinburgh University Press.

Marnie reed, John M. Levis. (2019) The Handbook of English Pronunciation

Marla T. Yoshida. Understanding and Teaching the Pronunciation of English

O'Grady, W. (2017). Contemporary Linguistic Analysis an Introduction. 8th Edition. Canada: Pearson.

Postovsky, V. (1974). Effects of delay in oral practice at the beginning of second language learning. The Modern Language Journal, 58(5/6), 229-239

Ramelan. 1979. Phonetics. Part 1. Semarang: IKIP Semarang Press.

Ramelan, 1984. Introduction to Linguistics. Semarang: FPBS IKIP Semarang

Richards. 1985. Error Analysis: Perspective on Second Language Acquisition. Burnt Mill, Harlow, England: Longman Group Limited.

Roach, P. (2009). English Phonetics and Phonology: A Practical Course (4th Edition), New York: Cambridge University Press.

Saville-Trolke, M. (2006). Introducing second language acquisition. Cambridge University Press.

Syed Farhat Jahara, Abbas Hussein Abdelrady. (2021) Pronunciation Problems Encountered by EFL Learners: An Empirical Study

Ute, S., & Christiane, D. (2000). Motivational patterns in advanced EFL pronunciation learners. International Review of Applied Linguistics in Language Teaching, 38(3/4), 229-246.

Seidlhofer, C. D. (1994). Pronunciation. Oxford: Oxford University Press.

Senel, M. (2006). Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey. Journal of Language and Linguistic Studies, 2(1), 111–125.

Szynalski, T. P. (n.d.). English Vowel Chart [chart]. Retrieved March 3, 2016, from http://www.antimoon.com/how/english-vowel-chart.png

Szynalski, T. P. (n.d.). Learning English Pronunciation. Retrieved March 3, 2016, from http://www.antimoon.com/how/pronunc.htm

Sari, Nirmala. 1988. An Introduction to Linguistics. Jakarta: P2LPTK

Steinberg, Danny D. 1997. An Introduction to Psycholinguistics. London: Longman.

Taylor, Insup. 1990. Psycholinguistics. Englewood, NJ: Prentice-Hall International, Inc.

Yan Huang. (2014). Pragmatics. Second edition. Oxford: Oxford University Press.

CHAPTER 4

INTERFERENCE IN ENGLISH LANGUAGE LEARNING

Nur Anisah

A. Introduction

Indonesia is a multilingual country with over 700 living languages spoken throughout the country, with ethnic languages serving as the First Language (L1) and Bahasa Indonesia serving as the Second Language (L2). Whereas ethnic languages are acquired from infancy within the family circle, Bahasa Indonesia is learned from elementary through university. Considering the theory that bilingualism ranges from full mastery of two languages to comprehension of a second language, it may be inferred that all Indonesian school children are bilinguals (Chaer & Agustina, 1995). A bilingual is a person or community who uses more than languages alternatively. According to Mackey (1972), using two or more languages by the same individual is known as "bilingualism." Consequently, bilingualism is prevalent and, by all accounts, the norm in Indonesia.

Indonesians are also mandated to learn English in addition to their L1 and L2. According to Lie (2007), Indonesia has four language classifications: regional, national (Bahasa Indonesia), variations of Indonesian (a combination of Indonesian national and regional languages), and foreign languages (English, German, Arabic, etc.). While English is considered a foreign language, it plays an essential role in the daily lives of Indonesians. It is a compulsory subject taught in formal and informal educational institutions. Via the

they can practice speaking and writing in the target language as much as possible. This will help them become more familiar with the syntax and reduce their reliance on the native language's syntax; the learners need to seek feedback from a teacher, tutor, or native speaker to identify errors in your syntax and correct them. This will help them develop a more accurate understanding of the target language's syntax; the learners should try to focus on the meaning of what they are trying to say. This will help them avoid getting too caught up in the grammar and syntax and allow them to communicate more effectively; the learners should be patient and keep working at it. Remember that mistakes are a natural part of the learning process, and with continued effort, they will eventually overcome syntactical interference.

F. References

Abdul Chaer and Leonie Agustina.1995. *Sosiolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.

Asril Marjohan. 1988. *An Introduction to Sociolinguistics*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Dikti, Depdikbud.

Bell, Roger T. 1976. *Sociolinguistics, Goals, Approaches, and Problems.* London: B.T. Batsford Ltd.

Brown, H. Douglas. 1982. *Principles of Language Teaching and Learning.* New York: Addison Wesley Longman, Inc.

Corder, S. P. (1993). A Role for The Mother Tongue. In S. M. Gass & L. Selinker (Eds.), Language Transfer in Language Learning (pp. 18–31). John Benjamins Publishing Company.

Dardjowidjojo, S. (2003). The socio-political aspects of English in Indonesia: A dilemma. In K. E. (Ed.) Sukamto (Ed.), Rampai bahasa, pendidikan dan budaya: Kumpulan Esai Soenjono Dardjowidjojo (pp. 51–62). Yayasan Obor Indonesia.

Dulay, H., Burt, M., & Krashen, S. (1982). Language Two. Oxford University Press. Ellis, R. (1997). The Study Second Language Acquisition. Oxford University Press.

.Dardjowidjojo, S. (2009). English Phonetics and Phonology: for Indonesians. Jakarta: Yayasan Obor Indonesia.

Djinal, Aris et al. 1992. Interferensi Sintaksis Bahasa Indonesia pada Penggunaan Bahasa Inggris Tulis oleh Mahasiswa P.S. Pendidikan Bahasa Inggris FKIP Unlam Banjarmasin Angkatan Tahun 1989/1990. Laporan Penelitian. Banjarmasin: Puslit Unlam.

Jianhua, L. (2007). Negative language transfer in college English writing by Chinese students: problems and strategies. Celea Journal, 3(2), 88–103.

Justice, P. (2004). Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers. CA: CSLI PublicationsRamelan. 1979. *Phonetics. Part 1.* Semarang: IKIP Semarang Press.

Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. TEFLIN Journal, 18(1), 1–14.

Lott, D. (1983). Analysing and Counteracting Interference Errors. ELT Journal, 37(3), 256–261.

Mackey, W. F. (1970). Interference, Integration and the Synchronic Fallacy. Georgetown University Round Table on Languages and Linguistics, 23, 195–227.

Mackey, W. F. (1972). The Description of Bilingualism. In J. A. Fishman (Ed.), Readings in the Sociology of Language. Mouton.

Mu'in, F. (2019). Phenomena of Language Use in Socio-Cultural Settings. In F. Mu'in (Ed.), Sociolinguistics: A Language Study in Sociocultural Perspectives (pp. 123–167).

Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lambung Mangkurat.

Ramelan, 1984. *Introduction to Linguistics*. Semarang: FPBS IKIP Semarang

Samingan, A. (2020). Lexical Interference Made by EFL Learners in Written Production. 11(1), 131–142.

Schachter, J. (1993). A New Account of Language Transfer. In S. M. Gass & L. Selinker (Eds.), Language Transfer in Language Learning (pp. 32–46). John Benjamins Publishing Company.

Suwito. (1983). Pengantar Awal Sosiolinguistik Teori dan Problem. UNS Press.

Sari, Nirmala. 1988. *An Introduction to Linguistics.* Jakarta: P2LPTK

Traugott, Elizabeth Closs & Marry Louise Pratt. 1990. *Linguistics; For Students of Literature.* San Diego: Harcourt Brace Jovanovich Publishers.

Trudgill, Peter. 1974. *Sociolinguistics: An Introduction.* Middlesex, England: Penguin Books.

Wardhaugh, Ronald, 1986. *An Introduction to Sociolinguistics.* Oxford: Basil Blackwell Ltd.

Weinreich, Uriel. 1967. *Languages in Contact.* (The fifth edition). The Hague: Mouton & Co.

CHAPTER 5

VOCABULARY PROBLEMS IN ENGLISH LANGUAGE LEARNING

Muhammad Rifqi

A. Introduction

One thing to consider in English language learning is vocabulary. Because vocabulary is the key to understanding the English language, it means that by understanding and mastering vocabulary, we can be able to talk or express our feeling and understand the conversation. Also, vocabulary is the fundamental component of language that cannot be divorced. As a result, knowledge of vocabulary is the most crucial component of learning a language. This statement is in line with Hatch and Brown (1995:1). They say, "vocabulary is the foundation to build languages, which plays a fundamental role in communication."

Teaching vocabulary in English language learning will be the most important part of classes. Because it is an essential skill for learning to write, read, listen and speak. In instances when a learner masters the vocabulary, it will be easy for the learner to write something because the learner will have many choices of words to compose the sentences that the learner wants to write according to context. Also, the learner will be able to be more precise when they want to express a thought, feeling, event or idea. Reading will be easier because the learner already understands the word before, which makes reading faster and easier to understand. Also, in listening, the learner will find it easy to understand and recognize what is heard because of knowing much vocabulary, and for speaking, the learner will

word. For example, the suffix "-able" is spelled consistently across words, so learners who understand this can spell words like "believable," "remarkable," and "comfortable" correctly.

3. Grammar: Morphology is also important for understanding and using English grammar correctly. For example, understanding the different forms of verbs (e.g. "walk," "walks," "walked," "walking") requires knowledge of morphological processes.

4. Reading comprehension: Morphology can help learners understand the meaning of complex words and sentences, especially in academic and technical texts.

E. Conclusion

In conclusion, understanding morphology is essential for effective English learning and teaching, as it can help learners with vocabulary acquisition, spelling, grammar, and reading comprehension. vocabulary is the most important thing in other to learn a language. Because vocabulary plays a vital role in the four skills such as writing, speaking, listening and reading, learning vocabulary can be key for the learner to easier learning and also supports the learner in expressing their opinions, ideas, and feelings in communication. Vocabulary has two types that are receptive and productive, and learners can do the process of learning it by doing this step. That is discrimination, understanding meaning, remembering, and consolidation and extension of meaning. However, the learner must pay attention to a problem that can appear while learning vocabulary, such as pronunciation, spelling, grammar, meaning and the range of the word that they learn. To have better performance in language, the learner must overcome this problem.

F. References

Allen, Virginia. F. 1983. Technique in Teaching Vocabulary. Oxford: Oxford University Press.

Grauberg, W. (1997). The Elements of Foreign Language Teaching. Languages in Practice Vol 7. UK: Multilingual Maters.

Harmer, J. (2001). *How to teach English.* Edinburgh: Longman.

Hatch, E. & Brown, C. (1995). Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.

Heibert, Elfrieda H and Kamil, Michael L. (1995). Teaching and Learning Vocabulary

McCarthy, M. 1990. Vocabulary Oxford O.U.P

Mofareh Alqahtani (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, Vol. III (3), pp. 21-34.,10.20472/TE.2015.3.3.002

Nunan, David. 1991. Language Teaching Methodology. A Textbook for Teachers.

London: Prentice Hall

Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL learners' learning and acquiring English vocabulary. International Journal of English Linguistics, 7(4),128.

Ricchard and Renandya. 2002. Methodology in Language Teaching: An Anthology of Current   Practice. Cambridge: Cambridge University Press.

Thornbury, Scott. 2002. How to Teach Vocabulary. London: Longman

Ur, Penny. (1996). A Course in Language Teaching. Practice and Theory. Cambridge: Cambridge University Press.

CHAPTER 6

GRAMMATICAL PROBLEMS IN ENGLISH LANGUAGE LEARNING

Eldho Ondho Dhion Sirait

A. Introduction

Languages are the most natural forms of communication; children quickly learn to communicate using their native language, and soon they would master the main rules of expression without being taught. Children acquire an intuitive understanding of grammar as they learn their mother tongue, generally without realizing it or subconsciously. This intuitive grammar awareness is adequate for a young child's communication requirements, but it soon reaches its limits.

When speakers try to understand a message in a language that they do not master, since they do not fully share the same structure, communication is, at best incomplete, at worst ambiguous, or impossible. Even if there are plenty of occasions where, with a small quantity of logical thinking, readers or listeners can make a sensible guess and imagine correctly what the speaker or writer is trying to say, this is only sometimes the case.

According to Brown (2001), language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. The speakers must be able to learn the language and the whole system and components of a language itself. Learning the

such as reading and listening to authentic language materials, as well as practicing with a tutor or language exchange partner. Learners can also use a variety of tools and resources to aid their understanding of grammar rules, such as grammar textbooks, online courses, and language learning apps. Additionally, learners can work to build their confidence by focusing on their successes and seeking feedback from others in a supportive environment. At the same time, learners can take a proactive approach to mastering vocabulary. This may include setting realistic goals, seeking out opportunities for exposure and practice, and using a variety of tools and resources to aid memorization and retention. Additionally, learners can stay motivated by focusing on their progress and celebrating their successes along the way.

F. References

Azar, B. (2007). Grammar-based teaching: A practitioner's perspective', *Tesl-ej*, 11(2), 1-12.

Bao, J., & Sun, J. (2010). English Grammatical Problems of Chinese Undergraduate Students. *English Language Teaching*, *3*(2), p48. https://doi.org/10.5539/elt.v3n2p48

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed). Pearson Longman.

Bygate, M., A. Tonkyn, and E. Williams (1994). Grammar and the Language Teacher. NewYork: Prentice Hall International English Language Teaching.

Celce-Murcia, M., & Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford University Press.

Celce-Murcia, M. (1979). Teaching English as a second or foreign language. Massachusetts: Newbury House Publishers, Inc. p3 (a); 302 (b)

Celce-Murcia, M editor. (2001). Teaching English as a second or foreign language. Boston: Heinle & Heinle,

Dehghani, A. P., Bagheri, M. S., Sadighi, F., & Tayyebi, G. (2016). Investigating Difficulty Order of Certain English Grammar Features in an Iranian EFL Setting. *International Journal of English Linguistics*, *6*(6), 209. https://doi.org/10.5539/ijel.v6n6p209

Dewi, M. S. (2014). *Difficulties in Teaching Grammar in Junior High School*.

ELLIS, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. TESOL Quarterly. 40. 10.2307/40264512.

Fitori, H. S. O. (2019). *Difficulties in Teaching and Learning English Grammar in Libyan Universities*.

GREENBAUM, Sidney, NELSON, Gerald. (2002). *An Introduction to English Grammar*. London: A Pearson Education Company.

Iqbal, M. J., & Akbar, M. (2017). *Problems in Teaching Grammar to English Learners at Secondary Level*. *1*(1).

Lightbown, P. M., & Spada, N. (2006). How Languages Are Learned (3rd ed.). Oxford: Oxford University.

Rossiter, A. (2021). *The importance of GRAMMAR*.

Sandra J.Savignon.(2002). Interpreting Communicative Language Teaching, London: Yale University Press. 4

Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. 2004. Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka.

UR, Penny. (1988). *Grammar Practice Activities: A Practical Guide for Teachers*. New York: Cambridge University Press.

Wang, S. (2010). The significance of English grammar to middle school students in China. Journal of Language Teaching and Research, 1(3), 313-319.

Widodo, H. P., (2006). Approaches and procedures for teaching grammar, English Teaching: Practice and Critique May 2006, Volume 5, Number 1 http://education.waikato.ac.nz/research/files/etpc/2006v5n1nar1.pdf pp. 122-141

CHAPTER 7

PROBLEMS IN IDIOMS AND EXPRESSIONS

Muhammad Fauzian Noor

A. Introduction

English is one of the foreign languages that Indonesian students study. English is another language that is commonly used as a universal language. It is essential to learn English for this reason alone, as globalization has occurred in this world. Because of this, English is critical in assisting Indonesia's human resources. Furthermore, English gradually became a language centered on Indonesian students, eventually becoming a standard requirement in dealing with the global era (Tochon, 2009)

Commonly, as a consequence of rising industrialization and technological adaptation, learning English is far more practical than it was originally. The use of smartphone and laptop mainly participated in current generation as a "norm" tools. Koesnandar cited in (Suroso and Adi Winanto, 2009) explained that the internet plays an important role in learning, such as a reference for current science, knowledge management tools, a network of diverse science experts, networks among educational institutions, and a center for developing teaching material, curriculum development rides, and community comparison of competency standards.

Every language always associates with communication component that consists of Phonology, Morphology, Syntax, Semantics, and Pragmatics. Therefore the language considered as unique and universal (Rabiah, 2018). Idiom is also one of the systems which gathered around fixed language. When you

The learners should use idioms and expressions appropriately. Idioms and expressions are often used in specific contexts, and using them inappropriately can lead to confusion or misunderstanding. Learners may struggle to identify the appropriate context for using idioms.

The learners should be able to produce the right pronunciation and intonation. Idioms and expressions may require a specific pronunciation or intonation to convey the correct meaning. Learners may find it challenging to master the correct pronunciation and intonation for idioms and expressions.

Overall, mastering idioms and expressions requires a lot of practice and exposure to the English language. Learners can improve their understanding and usage of idioms and expressions by reading and listening to English language materials, practicing with native speakers, and seeking feedback on their language use.

J. References

Al-Khawaldeh, N., Jaradat, A., Al-momani, H., & BaniKhair, B. (2016). Figurative idiomatic language: Strategies and difficulties of understanding English idioms. International Journal of Applied Linguistics and English Literature, 5(6), 119-133.

Anne Seaton & Y. H. Mew (2007). Basic English Grammar: For English Language Learners (Basic English Grammar for English Language

Ambrose, J (2008) "Why Idioms Are Important for English Language Learners." Mikolaiv State Pedagogical University.

Boers F (2008). Language Awareness: Understanding Idioms at macmillanddictionaries.com.

Brown, H. D. (1994). Principles of language learning and teaching (3rd ed.). EnglewoodCliffs, NJ: Prentice Hall

Regents.

Fathma, D., Nurlela, N., & Yusuf, M. (2020). Analysis of Students' Understanding of Idiomatic Expressions and Its Use in Their Essay: A Case Study. JOALL (Journal of Applied Linguistics and Literature), 5(1), 39–51. https://doi.org/10.33369/joall.v5i1.8005

Funtek, E. (2015). Idiom Comprehension in English as A Second Language. Undergraduate thesis, University of Rijeka.

Irujo, S. (1986a). A piece of cake: / learning and teaching idioms. ELT Journal, 40(3), 236-242

Irujo, S. (1986b). Don't put your leg in your mouth: Transfer in the acquisition of idioms in a second language. TESOL Quarterly, 20(2), 287-326.

Jacqueline Melvin. (2016). English Grammar Reference Book: Grammar and Error Correction Guide and Phrasal Verb Book.

Laflin, S (1996). Something to Crow About: A Concise Collection of American English Idioms for Everyday Use. Washington D.C.: United States Information Agency.

Lestari, D (2020) An Analysis of Colloquial Expression In Students Translation Mastery Among The Sixth Semester of The IAIN Metro. Undergraduate thesis, IAIN Metro.

Muin, F., Noortyani, R., Elyani, E.P. (2021). Rethinking arbitrariness of language and its implication in language use; Cogent Arts and Humanities, 8 (1), art. no. 1868687

Ortony, A., Schallert, D. L., Reynolds, R.E., and Antos, S. (1978). Interpreting metaphors and idioms: Some effects of context on comprehension. Journal of Verbal Learning and Verbal Behavior, 17, 465-477.

Rabiah, S. (2018). Language as a Tool for Communication and Cultural Reality Discloser. https://doi.org/10.31227/osf.io/nw94m

Renaat Declerck & Susan Reed & Bert Cappelle. (2006). Grammar of the English Verb Phrase, Volume 1: The Grammar of the English Tense System. Berlin: Mouton de Gruyter

Renata, D, A., Hatmanto, E, D. (2021). Challenges and Strategies in Understanding English Idioms: English as a Foreign Language Students' Perception. Advances in Social Science, Education and Humanities Research, Volume-626, 241-247
https://doi.org/10.2991/assehr.k.211227.039

Rizq, W. (2015). Teaching English idioms to L2 learners: ESL teachers' perspective. Unpublished MA thesis. St. Cloud State University/

Shahidipour, V., & Tahririan, M. H. (2018). Difficulties Facing Iranian EFL Senior High School Learners and Strategies They Use to Understand English Idioms. Issues in Language Teaching, 7(2), 121-146.

Suroso dan Adi Winanto. (2009). Pemanfaatan ICT dalam Pembelajaran dan Peningkatan Profesionalisme Guru. Artikel

Thyab, R. A. (2016). The Necessity of idiomatic expressions to English Language learners. International Journal of English and Literature, 7(7), 106-111.

Tochon, F. V. (2009). The key to global understanding: world languages education; why schools need to adapt. Review of Education Research, 79(2), 650-581

Wardhaugh, R. (1986). An introduction to sociolinguistics. Basil Blackwell Ltd

CHAPTER 8

SPELLING PROBLEMS IN ENGLISH LANGUAGE LEARNING

Arianto Wibowo

A. Introduction

In English, spelling refers to the correct arrangement of letters to form words. Correct spelling is essential for effective communication in both written and spoken Englis h. English spelling can be challenging, as there are many words with irregular spellings and numerous exceptions to spelling rules. English has a complex spelling system that has evolved over time and reflects the language's historical and cultural influences. To improve their spelling in English, learners can study spelling rules and patterns, practice writing and reading in English, and seek feedback from teachers or native speakers. They can also use resources such as dictionaries, spell-checkers, and online tools to check their spelling and improve their accuracy. Correct spelling is important for clear and effective communication in English, and it can also impact how others perceive one's level of proficiency in the language.

Learning to spell English as a second language is a challenging task for the learners. Many studies have been done to find the cause of this problem. One of the reason why spelling is a challenging task is because second language has a different patterns from the learners native language. Nor and Rashid (2018) stated that "A second language has patterns that are different from their native language, which create problems for learners as the patterns of their mother tongue have become their linguistic instinct and the learners attempted to apply that

Bloomsbury Publishing Plc

Al-Buainain, H. (2012). Students' Writing Errors in ESL: A Case Study. QNRS Repository, 1, (1), 1-37.

Al-Zuoud, K.M. & Kabilan, M.K. (2013). Investigating Jordanian EFL Students' Spelling Errors at Tertiary Level. International Journal of Linguistics, 5, (3), 164-176.

Babayiğit, S. & Stainthorp, R. (2010). Component Processes of Early Reading, Spelling, and Narrative Writing Skills in Turkish: A Longitudinal Study. Reading and Writing, 23, (5), 539-568.

Bowen, H. (2011). Spelling it out! Accounting for spelling difficulties for Arab learners of English. In D. Anderson & R. Sheehan (Eds). Foundations for the future: Focus on vocabulary: Emerging theory and practice for adult Arab learners (pp. 85-98). Abu Dhabi: HCT Press

Dheifallah Altamimi & Radzuwan Ab Rashid (2019). Spelling Problems and Causes among Saudi English Language Undergraduates. Arab World English Journal (AWEJ) Volume 10. Number 3 Pp.178- 191

Hughes, J. M. (1972). Phonics and The Teaching of Reading. London: Evans Bros.

Istiati Soetomo (1990). Ilmu-ilmu antar Bidang untuk Sosiolinguistik Abad Mendatang.

Nor, N.M & Rashid, R.A. (2018). A Review of Theoretical Perspectives on Language Learning and Acquisition. Kasetsart Journal of Social Sciences, 39(1), 161-167.

Oudah S. Alenazi (2018). Spelling Difficulties Faced by Arab Learners of English as a Foreign Language. Arab World English Journal (AWEJ) Volume 9. Number 2. Pp. 118 - 126

Topping, K. J. (1995). 'Cued Spelling: A Powerful Technique for Parent and Peer Tutoring', Reading Teacher, 48, (5), 374-383.

CHAPTER 9

PROBLEMS IN CONSTRUCTING SENTENCES

Andhika Wahyu Bramanta

A. Introduction

Based on National Education Standard Agency (BSNP) for Na-tional Examination in Academic Year 2014/2015, The National Compe-tency Standards test the ability of students to comprehend the meaning of short functional texts and simple essays in explanations, procedures, reports and narrations. indicate. and say in everyday life. However, it is clear that some junior high school students still do not understand how to form sentences in English. It is believed that most Indonesian students find it difficult to organize words into correct sentences when learning English as their first foreign language.

There are several reasons why Indonesian students find it hard when they want to construct a sentence. First, their native language interferes with when they want to learn the English language. Second, some students in Indonesia do not have enough vocabularies when they want to construct a sentence. Third, some of the students in Indonesia still do not understand the parts of the sentence. Those are the reasons why Students often made mistakes in constructing simple sentences. They regarded learning English sentences as similar to learning Indonesian sentences, especially in subject and verb agreement. For example "She wear uniform". The verb "wear" in this sentence is not concord with the subject "she". This indicates that students' target language has been interfered by their native language. Therefore, learning subject-verb agreement really helps these students in making grammatically correct

such as "if + present simple, will + infinitive," and to pay attention to the different meanings that can be expressed with different types of conditional sentences.

To overcome these challenges, learners can benefit from studying English grammar rules, practicing writing and speaking in English, and seeking feedback from teachers or native speakers. It can also be helpful to read and listen to authentic English language materials, such as books, articles, and podcasts, to become more familiar with the language's sentence structure and usage.

K. Summary

Based on the analyses, students still find it difficult to construct sentences. Starting from their native language interferes with when they want to learn the English language. Then, some students in Indonesia do not have enough vocabularies when they want to construct a sentence. some students still don't understand the parts of sentence properly. Richard (1971b) in Ellis (1974) said there are several sources of errors such as interference errors, Intralingual errors and Developmental errors. It is these three sources of error that cause some students to experience difficulties in constructing a sentence. This was proved by the research that has been done by Ariani (2015) on an analysis of students' difficulties in constructing English sentences and Rahayu (2011) about "Error analysis on English Sentences".

L. References

Ali, F.R. (2009) *Cara Cepat Belajar 16 Tenses.* Yogyakarta: Pustaka Widyatama.

Academia International Journal of Foreign Language Teaching & Research – Volume 4, Issue 16, Winter 2016

Djuharie, O.S. (2008) *Sentence Writing Book 1*. Bandung: Dharma.

Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.

Erdogan, V. (2005) Contribution of Error Analysis to Foreign Language Teaching. Mersin University Journal of the Faculty of Education, Vol. 1, Issue 2, December 2005, pp. 261270. Available at: http://efd.mersin.edu. tr/dergi/meuefd_2005_001_002/pdf/ meuefd_2005_001_002_ 02610270_ erdogan.pdf (Accessed 22th May 2012)

Hanafi, N. (2010) *Syntax*. Mataram: Mataram University Press.

Harsyaf, M.Y. Hj., & Izmi, Z. (2009). *Teaching Writing*. Jakarta: Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK).

Henrichsen, L.E. & (1992) *Sentence Construction: Writing, Combining, and Editing Standard English Sentences.* 2nd Ed. Boston: Heinle & Heinle.0838430155 Jurnal Ilmiah Dikdaya, 11(1), April 2021, 25-27

Rahayu, I. (2011). *Error analysis on English Sentences. A Case Study at the sixth-grade students of SDN 38 Ampenan. Academic Program 2010/2011.* An Unpublished Thesis of S1 PBS FKIP UNRAM. Mataram: UNRAM.

Sudesni, N.L. (2011). *Analysis of Students' Difficulties in Using Interrogative Sentence. A Case Study at the Second Year Students of Junior High School at SMPN 11 Lingsar Program in Academic Year 2010/2011.* An Unpublished Thesis of S1 PBS FKIP UNRAM. Mataram: UNRAM.

Myles, J. (2002) *Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts.* TESL EJ, Vol 6, No 2 http://teslej.org/ej22/ a1.html (Accessed 22th May 2014)

CHAPTER 10

CULTURAL CONTEXT IN ENGLISH LANGUAGE LEARNING (ELL)

Rima Cahaya Febrina

A. Introduction

In language use analysis, it is important to consider the context in which language is used, including who is speaking what language to whom and when. Here are some factors that can influence language use. Speakers' native language can influence language use. People's native language (or mother tongue) is the language they grew up speaking and is often the language in which they are most fluent and comfortable.

People's proficiency in a particular language can influence which language they choose to use in different contexts. For example, a person may use their native language when speaking with family and friends, but switch to a second language when speaking in a professional setting. In some contexts, language policies may dictate which language(s) are used. For example, in schools, the language of instruction may be mandated by the government.

The social context in which language is used can also influence language choice. For example, a person may use a different language when speaking to someone of a different social class, age, or gender. Power dynamics can also influence language use. For example, a person may use a dominant language when speaking to someone with more power or authority, or when trying to assert their own power or authority.

Overall, being open to learning about new cultures, dialects, and linguistic practices can help you to communicate more effectively and build better relationships with people from diverse backgrounds. It is an important aspect of being a culturally competent communicator.

G. References

Abdul Chaer and Leonie Agustina.1995. Sosiolinguistik: Perkenalan Awal. Jakarta: Rineka Cipta.

Asril Marjohan. 1988. An Introduction to Sociolinguistics. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Dikti, Depdikbud.

Bell, Roger T. 1976. Sociolinguistics, Goals, Approaches, and Problems. London: B.T. Batsford Ltd.

Brown, H. Douglas. 1982. Principles of Language Teaching and Learning. New York: Addison Wesley Longman, Inc.

Carol M. Eastman, 1975. Aspects of Language and Culture. San Francisco: Chandler & Sharp Publishers, Inc

Dauer, Rebecca M. 1993 . Accurate English. New Jersey: Prentice-Hall Regents.

Dowty, David R., 1981. Language Files. USA: Department of Linguistics / The Ohio State University

Duranti, A. (1997). Linguistic Anthropology. Cambridge : Cambridge University Press

Fatchul Mu'in & Sirajuddin Kamal. 2006. Sociolinguistics: An Introduction. Banjarmasin: Jurusan PBS FKIP Universitas Lambung Mangkurat

Fatchul Mu'in, 2019. Sociolinguistics: A Study of Language from Sociocultural Perspective. Banjarbaru : Cipta Cendekia.

Fatchul Mu'in, Jumadi and Rusma Noortyani. 2023. Antropolinguistik Kajian Bahasa Dalam Perspektif

Budaya. Purbalingga : Eureka Media Aksara.

Finch, Geoffrey. 1998. How to Study Linguistics. London: Macmillan Press Ltd

Holmes, J. 2001. An introduction to sociolinguistics. Pearson Education Limited. Wardhaugh, Ronald, (1986). An Introduction to Sociolinguistics. Oxford: Basil Blackwell Ltd.

Susan Samata. (2014). The Cultural Memory of Language Contemporary Applied Linguistics Volume 5. London: Bloomsbury Publishing Plc

CHAPTER 11

STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

Aulia Maurida

A. Introduction

English language has an important thing in human's life, especially for learners. A knowledge of English is perceived in most parts of the world as essential for international communication in commerce and tourism, in economic and military aid, and in scientific and technological literature (Greenbaum & Nelson, 2002).

As the importance of English as an international language, it has been taught all over the world even from the very beginning of education. English in Indonesia is as a foreign language. In Indonesia, English is taught as a local subject in junior high school level up to the university and even now, it has been taught in the Kindergarten school level. Many students in foreign schools speak English. In learning English, there are four skills that should be well- mastered by the students, namely reading, writing, speaking, and listening. It is not an easy to mastered English language and that skills.

There are some reasons why students have difficulties in mastered English language. First, English is a language that is not easy to understand. Second, English is not the first language of students. In everyday life students often use their first language or Indonesian in communicating, that's why students find it difficult to learn English. Third, there are many rules in the language setting in English which are difficult for students

lack of motivation can be interpreted as a lack of student motivation in learning.

There are several factors that cause a lack of motivation, namely external factors and internal factors. External factors come from teachers who do not support the learning process, inadequate school environment and lack of support from parents. Internal factors come from within the students themselves. A lack of motivation gives a less good effect on student learning outcomes.

Therefore students must be able to overcome a lack of motivation. There are many ways to overcome that. Teachers can make learning activities more creative, then students must be willing to change themselves to want to learn English, and parents who support what students do. This must be done so that a lack of motivation does not affect student learning outcomes in English language learning.

D. References

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education, 1(1)*, 11-15.

Dilshad, M., Nausheen, M., & Ahmed, Z. (2019). Impact of Students' Motivation for Learning English on their Achievement at Secondary Level. *Pakistan Journal of Social Sciences (PJSS), 39(2)*, 689-696.

Dwinalida, K., & Setiaji, S. (2022). Students' Motivation and English Learning Achievement in Senior High School Students. *Educalitra: English Education, Linguistics, and Literature Journal, 1(1)*, 1-9.

Ekiz, S., & Kulmetov, Z. (2016). The Factors Affecting Learners' Motivation in English Language Education. *Journal of Foreign Language Education and Technology, 1(1)*, 18-38.

Harmer, J. (2001). *The Practice of English Language Teaching.* Essex: Longman.

Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. *English Education: Journal of English Teaching and Research, 4(2)*, 207-220.

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students. *Linguistics: Journal of Linguistics and Language Teaching, 6(2)*, 73-85.

Mauliya, I., Z, R., & Rokhyati, U. (2020). Lack of Motivation factors creating poor academic performance in the context of graduate English Department Student. *Linguistics: Journal of Linguistics and Language Teaching, 6(2)*, 73-85.

Mujan, S. (2019). Students' Motivation and Problems in Learning English in Effective English Conversation Course (EECC). *Anglo-Saxon, 10(2)*, 176-185.

Nguyen, H. C., & PhD. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. *European Journal of Educational Sciences, EJES, 6(1)*, 49-65.

Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT: Professional Journal of English Education, 2(4)*, 539-544.

Rahardjo, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation. *JELITA: Journal of English Language Teaching and Literature, 1(2)*, 56-64.

Shaaban, K. A., & Ghaith, G. (2000). Student Motivation to Learn Student Motivation to Learn. *FOREIGN LANGUAGE ANNALS, 33(6)*, 632-644.

Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. *English Education: English Journal for Teaching and Learning, 8(2)*, 177-188.

Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English. *Studies in English Language and Education, 6(1)*, 163-170.

Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching, 9(4)*, 64-75.

CHAPTER 12

STUDENTS ANXIETY IN ELL

Hennie Rahmawati

A. Introduction

In the field of education, the use of English facilitates the learning process immensely. With the advancement of technology, we can obtain a variety of items by entering a few keywords. Similar to when student need additional information regarding the subject matter they are studying. There is no need for students to visit the library to obtain or purchase books. Using advanced technology, such as laptops or smartphones, and a few related keywords, a variety of reading materials from different sources and time periods can be retrieved. If the reading material is written in English, the use of English is not a barrier for students with strong English skills. However, not all student possess the same excellent abilities.

As we have known, English language learning is a complex and challenging phenomenon. Every language students faces a novel situation that may affect their entire character. Therefore, successful language acquisition requires complete dedication, intense concentration, and effective emotion management. Numerous variables are involved, which exacerbates the difficulty of second-language acquisition. For some students, acquiring a second or foreign language can be a traumatic experience. It is remarkable how many students report being anxious language learners. As expected, one-third to one-half of the surveyed students reported having incapacitating language anxiety. Language apprehension is a widespread phenomenon, particularly among second/foreign

role of the teacher in the classroom is crucial because the teacher is in control of how the class should run so that students are active and can feel how fun the language learning class is. However, it would be better if all parties, including the school, parents, and students themselves, helped to reduce anxiety for a useful and enjoyable language learning process.

F. References

Abdi, H., & Asadi, B. (2015). A synopsis of researches on teachers' and students' beliefs about language learning. International Journal on Studies in English Language and Literature, 3(4), 104-114.

Ali, B. J., & Anwar, G. (2021). Anxiety and Foreign Language Learning: Analysis of students' anxiety towards Foreign language learning. Ali, BJ, & Anwar, G.(2021). Anxiety and Foreign Language Learning: Analysis of students' anxiety towards Foreign language learning. International Journal of English Literature and Social Sciences, 6(3), 234-244.

Andrade, M., & Williams, K. (2009). Foreign language learning anxiety in Japanese EFL university classes: Physical, emotional, expressive, and verbal reactions. Sophia junior college faculty journal, 29(1), 1-24.

Chan, D. Y. C., & Wu, G. C. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei County. Journal of national Taipei teachers college, 17(2), 287-320.

Cheng, Y. S. (2001). Learners' beliefs and second language anxiety. Concentric: Studies in Linguistics, 27(2), 75-90.

Choi, S. (2013). Language anxiety in second language writing: Is it really a stumbling block. Second Language Studies, 31(2), 1-42.

Hashemi, M. (2011). Language stress and anxiety among the English language learners. Procedia-Social and Behavioral Sciences, 30, 1811-1816.

Horwitz, E. (2001). Language anxiety and achievement. Annual review of applied linguistics, 21, 112-126.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. The modern language journal, 72(3), 283-294.

Jabar, L. A., Hidayati, A. N., & Supriyono, Y. (2018). Exploring Junior High School Students'foreign Language Classroom Anxiety. TLEMC (Teaching and Learning English in Multicultural Contexts), 2(2), 96-106.

Jamali, R. R., & Dad, S. (2022). A Correlational Study On Language Anxiety And Academic Performance Of University Graduates In District Quetta. Journal of Quranic and Social Studies, 2(1), 52-67.

Kamaruddin, S. F., Daneil, I. L., Juhari, N. N. Q., Eng, T. H., & Rijeng, J. S. (2020). The Influence of Personal and Interpersonal Factors on Language Anxiety among University Students. Asian Journal of Research in Education and Social Sciences, 2(2), 174-188.

Kayaoğlu, M. N., & Sağlamel, H. (2013). Students' perceptions of language anxiety in speaking classes. Journal of History Culture and Art Research, 2(2), 142-160.

Kern, R. G. (1995). Students' and teachers' beliefs about language learning. Foreign Language Annals, 28(1), 71-92.

Khattak, Z. I., Jamshed, T., Ahmad, A., & Baig, M. N. (2011). An investigation into the causes of English language learning anxiety in students at AWKUM. Procedia-Social and Behavioral Sciences, 15, 1600-1604.

Khoshlessan, R., & Das, K. P. (2019). Analyzing international students' study anxiety in higher education. Journal of International Students, 7(2), 311-328.

Luo, H. (2013). Foreign language anxiety: Past and future. Chinese Journal of Applied Linguistics, 36(4), 442-464.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. Language learning, 39(2), 251-275.

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. Language learning, 41(1), 85-117.

MacIntyre, P., & Gregersen, T. (2012). Affect: The role of language anxiety and other emotions in language learning. Psychology for language learning: Insights from research, theory and practice, 103-118.

Male, H. (2018). Foreign Language Learners' Anxiety in Language Skills Learning: A Case Study at Universitas Kristen Indonesia. Journal of English Teaching, 4(3), 170-182.

Male, H. (2018). Senior High School Students' Anxiety towards Language Learning Skills. Journal of English teaching, 4(1), 1-16.

Mohammadi, E. G., Biria, R., Koosha, M., & Shahsavari, A. (2013). The relationship between foreign language anxiety and language learning strategies among university students. Theory and practice in Language Studies, 3(4), 637.

Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). EFL speaking anxiety among senior high school students and policy recommendations. Journal of Education and Learning, 9(3), 217-225.

Naser Oteir, I., & Nijr Al-Otaibi, A. (2019). Foreign language anxiety: A systematic review. Arab World English Journal (AWEJ) Volume, 10.

Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. European Journal of Educational Research, 8(4), 999-1011.

Oktaviani, F. S., Radjab, D., & Ardi, H. (2013). An Analysis of Students'english Language Anxiety at SMAN 7 Padang. Journal of English Language Teaching, 1(3), 51-60.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1997). Foreign Language Anxiety among College Students.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. Applied psycholinguistics, 20(2), 217-239.

Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. The modern language journal, 76(1), 14-26.

Razak, N. A., Yassin, A. A., & Maasum, T. N. R. B. T. M. (2017). Effect of Foreign Language Anxiety on Gender and Academic Achievement among Yemeni University EFL Students. English Language Teaching, 10(2), 73-85.

Santoso, W., & Perrodin, D. D. (2022). Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School. Anglophile Journal, 2(1), 55-67.

Scott, M. L. (1986). Student affective reactions to oral language tests. Language Testing, 3(1), 99-118.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. Language learning, 28(1), 129-142.

Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. Foreign Language Annals, 33(5), 512-520.

ŞENER, S. (2015). Foreign Language Learning Anxiety and Achievement: A Case Study Of The Students Studying at Çanakkale Onsekiz Mart University. Electronic Turkish Studies, 10(3).

Siebert, L. L. (2003). Student and teacher beliefs about language learning. Ortesol Journal, 21, 7.

Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. Studies in Second Language Acquisition, 41(2), 363-387.

Truitt, S. N. (1995). Beliefs about Language Learning: A Study of Korean University Students Learning English. Texas Papers in Foreign Language Education, 2(1), n1.

vHakim, B. M. (2019). A study of language anxiety among English language learners in Saudi Arabia. Arab World English Journal (AWEJ) Volume, 10.

Vogely, A. J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. Foreign language annals, 31(1), 67-80.

White, J. P. (2019). The Effects of Social and Language Anxiety on English Language Learners. New Directions in Teaching and Learning English Discussion Volume 7, 87.

Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. Electronic journal of foreign language teaching, 5(2), 181-191.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. The modern language journal, 75(4), 426-439.

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheures et chercheurs en education, 1(1).

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. International Journal of Research in English Education, 1(1), 11-15.

Dilshad, M., Nausheen, M., & Ahmed, Z. (2019). Impact of Students' Motivation for Learning English on their Achievement at Secondary Level. Pakistan Journal of Social Sciences (PJSS), 39(2), 689-696.

Dwinalida, K., & Setiaji, S. (2022). Students' Motivation and English Learning Achievement in Senior High School Students. Educalitra: English Education, Linguistics, and Literature Journal, 1(1), 1-9.

Ekiz, S., & Kulmetov, Z. (2016). The Factors Affecting Learners' Motivation in English Language Education. Journal of Foreign Language Education and Technology, 1(1), 18-38.

Harmer, J. (2001). The Practice of English Language Teaching. Essex: Longman.

Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. English Education: Journal of English Teaching and Research, 4(2), 207-220.

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students. Linguistics: Journal of Linguistics and Language Teaching, 6(2), 73-85.

Mauliya, I., Z, R., & Rokhyati, U. (2020). Lack of Motivation factors creating poor academic performance in the context of graduate English Department Student.

Linguistics: Journal of Linguistics and Language Teaching, 6(2), 73-85.

Mujan, S. (2019). Students' Motivation and Problems in Learning English in Effective English Conversation Course (Eecc). Anglo-Saxon, 10(2), 176-185.

Nguyen, H. C., & PhD. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. European Journal of Educational Sciences, EJES, 6(1), 49-65.

Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. PROJECT: Professional Journal of English Education, 2(4), 539-544.

Rahardjo, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation. JELITA: Journal of English Language Teaching and Literature, 1(2), 56-64.

Shaaban, K. A., & Ghaith, G. (2000). Student Motivation to Learn Student Motivation to Learn. Forelgn Language Annals, 33(6), 632-644.

Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. English Education: English Journal for Teaching and Learning, 8(2), 177-188.

Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English. Studies in English Language and Education, 6(1), 163-170.

Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. English Language Teaching, 9(4), 64-75.

CHAPTER 13

STUDENTS FRUSTRATION IN ENGLISH LANGUAGE LEARNING

Norlita

A. Introduction

Every person will meet all kinds of frustrations during his or her whole life. These frustrations may arise within the family or school or society. In this chapter, I will discuss the frustration that arises in schools specifically in learning English, in learning, it is not uncommon for students to experience frustration for example when learning English because it is not the main language used in everyday life so many students have difficulties with English Language Learning, with that they can be frustrated in learning English.

In psychology, frustration refers to the attitude response generated when an individual engaged in purposeful activities meets with an obstacle or interference, which leads to the failure of the activity; the person's goal cannot be achieved and requirements cannot be met. Frustration includes some aspects: One is the frustration situation, namely the situation, which causes interference and obstacles during on-purpose activities. What stimulates the situation may be people or subjects or even the natural or social environment. The second is frustration recognition. It is the recognition, awareness, and evaluation when one is in a frustrating situation. The last one is the frustration reaction, which means the anxiety, confusion, anger, and other negative attitudes generated under a frustrating situation, namely frustration (The Encyclopedia of Philosophy, 2010).

There are many insights and experiences that you will get if you master English. As is well known, English is an international language that is widely used in writing articles, journals, books, and even films, although many people also use English. If you master English, it will be easier for you to understand the contents of the journals, books, articles, or magazines you read. In addition, when watching a film, it becomes easy for you to understand what the film is telling and what the content or message is like.

It should be noted that mastering more than one language can actually increase intelligence. This is because mastering more than one language will have a positive impact on brain development. In addition, it can also prevent senile disease. If you get used to learning English and have mastered it, gradually your brain tends to be easier to accept other foreign languages. This means that you can learn other foreign languages, such as Japanese, German, and so on.

The importance of English in further education is that it is easier to understand technology. So far, people who are technologically illiterate have minimal English skills. Even though the majority of today's newest technology, such as laptops, smartphones, televisions, and software to machines are operated in English.

F. References

Afningsih. (2018). Model Pembelajaran Problem Posing untuk Mengatasi Kesulitan Belajar Mahasiswa Berbahasa Inggris Bidang Ekonomi dalam Mempersiapkan Enteprenuer Handal. *Mahasiswa Berbahasa Inggris Bidang Ekonomi dalam Mempersiapkan Enteprenuer*, 337-343.

Atkinson, J. &. (1963). Effects of ability grouping in schools Related to individual differences in achievement-related motivation. *Ability Grouping, 2*, 179-180.

Boorman, D. (2014, March 13). *Frustration is a Natural Part of Learning*. Retrieved from academieduello.com:

https://www.academieduello.com/news-
blog/frustration-natural-part-
learning/#:~:text=The%20feeling%20that%20you're,part
%20of%20the%20learning%20process.

Chen. (2002). Thinking on Middle School Students Frustration. *Instructional Science, 13(2)*, 23-25.

Muliana, I. N. (2021). Mengatasi Kesulitan Dalam Berbahasa Inggris. *Linguistic Community Service Journal │ Vol. 1, No. 2,*, 56-57.

Qin, J. (2016). Analysis of the Feeling of Frustration Experienced by Chinese Middle School ESL Students—From the Perspective of Psychology. *Analysis of The Feeling of Frustration Experienced By ESL Students*, 15-16.

Sari&Lestari. (2019). Meningkatkan Kemampuan Berbicara Berbahasa Inggris Siswa dalam menghadapi era Revolusi. *Seminar Nasional Pendidikan*, 443-450.

Syahputra. (2014). Strategi Pembelajaran Bahasa Inggris sebagai Bahasa Asing dalam meningkatkan kemmampuan berbahasa siswa. *Penelitian sosial dan keagaaman, 17*, 127-128.

Zhao, S. M. (1994). The Behavior of Middle School Students' Frustration and Psychological. *Tianjin teaching science college journals, 03*, 23-25.

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. International Journal of Research in English Education, 1(1), 11-15.

Dilshad, M., Nausheen, M., & Ahmed, Z. (2019). Impact of Students' Motivation for Learning English on their Achievement at Secondary Level. Pakistan Journal of Social Sciences (PJSS), 39(2), 689-696.

Dwinalida, K., & Setiaji, S. (2022). Students' Motivation and English Learning Achievement in Senior High School

Students. Educalitra: English Education, Linguistics, and Literature Journal, 1(1), 1-9.

Ekiz, S., & Kulmetov, Z. (2016). The Factors Affecting Learners' Motivation in English Language Education. Journal of Foreign Language Education and Technology, 1(1), 18-38.

Harmer, J. (2001). The Practice of English Language Teaching. Essex: Longman.

Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. English Education: Journal of English Teaching and Research, 4(2), 207-220.

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students. Linguistics: Journal of Linguistics and Language Teaching, 6(2), 73-85.

Mauliya, I., Z, R., & Rokhyati, U. (2020). Lack of Motivation factors creating poor academic performance in the context of graduate English Department Student. Linguistics: Journal of Linguistics and Language Teaching, 6(2), 73-85.

Mujan, S. (2019). Students' Motivation and Problems in Learning English in Effective English Conversation Course (EECC). Anglo-Saxon, 10(2), 176-185.

Nguyen, H. C., & PhD. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. European Journal of Educational Sciences, EJES, 6(1), 49-65.

Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. PROJECT: Professional Journal of English Education, 2(4), 539-544.

Rahardjo, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation. JELITA: Journal of English Language Teaching and Literature, 1(2), 56-64.

Shaaban, K. A., & Ghaith, G. (2000). Student Motivation to Learn Student Motivation to Learn. Foreign Language Annals, 33(6), 632-644.

Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. English Education: English Journal for Teaching and Learning, 8(2), 177-188.

Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English. Studies in English Language and Education, 6(1), 163-170.

Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. English Language Teaching, 9(4), 64-75.

CHAPTER 14

HOW SELF-ESTEEM AFFECTS STUDENTS IN ELL

Annisa Fakhirah

A. Introduction

Language is a system that comprises the acquisition, development, maintenance, and application of complex communication systems. We cannot dispute that English is a global language that is necessary throughout the world. The highest level in the lexicological hierarchy, English language acquisition, plays an important role in educational institutions and any teaching context.

Learning a second or foreign language is a tough subject to explain since it requires not just knowledge of the language's grammar and vocabulary and grammar of the language being learned, but also an understanding of the context and culture, a new way of thinking, and action must be carefully considered.

Many students confront the challenge of learning a new language when learning English. Low self-esteem is one of the psychological issues that students encounter. In line with Brown (1994) self-esteem, along with anxiety, extroversion-introversion, inhibition, motivation, and learner styles, is one of the well-studied emotional components in language learning. Self-esteem is one of the most factors that contributed to humans.

James (1980) defined self-esteem as the sense of self-worth that arises from repeatedly satisfying expectations for personally valued activities. Based on the definition above, we

For students to view one another as equals, teachers must keep supportive classroom environments. This attempt is part of building students' self-esteem and ensuring the continuation of a supportive, interactive, and dynamic learning environment. Teachers can implement strategies to address low self-esteem students in the classroom. This includes providing detailed and genuine positive comments on the effort, pointing up specific indicators of development, displaying student work in class, involving in a dialogue about their interests, and keeping equality in mind when it comes to appreciating and offering good comments. Additionally, teachers should note that students who transition from the classroom to the virtual learning environment may have different outcomes depending on the context.

F. References

Amato, P. R. (2000). The consequences of divorce for adults and children. Journal of Marriage and Family, 62, 1269-1287.

Arnold, Jane (2019). The importance of affect in language learning. Neofilolog. 11-14. 10.14746/n.2019.52.1.2.

Burn, R. (1979). The self-concepts; theory measurement development and behavior. New York: Cambridge Scholars Publishing.

Brown, H. D. (1994). Teaching by principles: An interactive approach to language pedagogy. Englewood Cliffs: Prentice-Hall Regents

Brown, H. D. (2014). Language assessment principles and classroom practice. San Fransisco: California.

Crocker, J., & Park, L. E. (2003). Seeking self-esteem: Construction, maintenance, and protection of self-worth. In M. R. Leary, & J. P. Tangney, Handbook of self and identity (pp. 291-313). New York: Guilford. (pp. 291-313).

Horwitz, E. K., Horwitz, M. B., Cope, J. A. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, Vol. 70 (2), 125-132.

James, W. (1890). The principles of psychology. New York: Henry Holt.

Kamal, H. S., & Noushin, N. (2011). An Investigation into the Relationship between Self-esteem, Proficiency Level, and the Reading Ability of Iranian EFL Language Learners. Journal of Language Teaching and Research, 2(6), 1312-1319.

Murk, J.C. (2006). Self-esteem research, theory, and practice (3rd Ed.): Toward a positive psychology of self-esteem. New York: Springer Publishing Company.

Pope, A. M., & McHale, S. M. (1988). Self-esteem enhancement with children and adolescents. New York: Pergamon Press.

Rosenberg, M. (1965a). Rosenberg self-esteem scale (RSE): acceptance and commitment therapy. Measur. Pack 61:52.

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education, 1(1)*, 11-15.

Dilshad, M., Nausheen, M., & Ahmed, Z. (2019). Impact of Students' Motivation for Learning English on their Achievement at Secondary Level. *Pakistan Journal of Social Sciences (PJSS), 39(2)*, 689-696.

Dwinalida, K., & Setiaji, S. (2022). Students' Motivation and English Learning Achievement in Senior High School Students. *Educalitra: English Education, Linguistics, and Literature Journal, 1(1)*, 1-9.

Ekiz, S., & Kulmetov, Z. (2016). The Factors Affecting Learners' Motivation in English Language Education. *Journal of Foreign Language Education and Technology, 1(1)*, 18-38.

Harmer, J. (2001). *The Practice of English Language Teaching.* Essex: Longman.

Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. *English Education: Journal of English Teaching and Research, 4(2)*, 207-220.

Mauliya, I, Relianisa, R. Z., & Rokhyati, U. (2020). Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students. *Linguistics: Journal of Linguistics and Language Teaching, 6(2)*, 73-85.

Mauliya, I., Z, R., & Rokhyati, U. (2020). Lack of Motivation factors creating poor academic performance in the context of graduate English Department Student. *Linguistics: Journal of Linguistics and Language Teaching, 6(2)*, 73-85.

Mujan, S. (2019). Students' Motivation and Problems in Learning English in Effective English Conversation Course (EECC). *Anglo-Saxon, 10(2)*, 176-185.

Nguyen, H. C., & PhD. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. *European Journal of Educational Sciences, EJES, 6(1)*, 49-65.

Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT: Professional Journal of English Education, 2(4)*, 539-544.

Rahardjo, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation. *JELITA: Journal of English Language Teaching and Literature, 1(2)*, 56-64.

Shaaban, K. A., & Ghaith, G. (2000). Student Motivation to Learn Student Motivation to Learn. *Foreign Language Annals, 33(6)*, 632-644.

Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. *English Education: English Journal for Teaching and Learning, 8(2)*, 177-188.

Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English. *Studies in English Language and Education, 6(1)*, 163-170.

Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching, 9(4)*, 64-75.

CHAPTER 15

PRIOR KNOWLEDGE OF STUDENTS IN ENGLISH LANGUAGE LEARNING

Ainayya Salsabil Maulidita

A. Introduction

Indonesia is one of the countries where English is a foreign language that must be learned and mastered by all people, especially students. This is because English is one of the international languages widely used almost all over the world. Of course, learning a new language, especially a foreign language, takes work. Especially if the students are still very unfamiliar or it can be said that they still need to gain more knowledge about the language.

Several factors give students minimal background knowledge, one of which is that the foreign language is not the main subject at school. Moreover, because English is a foreign language, people's sensitivity to English could be more sensitive. Not only sensitivity but the social environment could be more helpful in learning English, not because it is a foreign language but because it is not used to it from an early age and is fixated on the difficulties of English. There needs to be more effort from the environment or the government to help improve English learning. Even nowadays, we often encounter English itself everywhere, such as in restaurants, signs, advertisements on boards, and even in several applications.

According to Alfaki et al. l. (2013), Background Knowledge is what someone already knows about a subject. If students have background knowledge about something they want to learn, it will be easier to do or learn. Especially in learning a new language, language is very complicated to learn

Improving students' background knowledge can also help them do better academically overall. Students will be better able to appreciate other subjects and draw connections between different fields of study if they have a deeper knowledge of numerous themes and situations.

Hence, boosting students' background knowledge while studying English has significant effects on their capacity to grasp and utilize the language more effectively as well as on their overall academic competence.

G. Conclusion

Background Knowledge is something that is very necessary and very important to have when a student is going to learn a foreign language, especially English. In learning English, there are 4 skills that students must know first, namely speaking, listening, reading, and writing. If a student does not have any background knowledge regarding this matter, it will trigger problems and some errors. These errors can come from internal students themselves or from external students, more precisely on the students' ability to speak English.

To avoid the repetition of errors or problems that occur to students, it is necessary to make efforts to assist students in increasing their Background Knowledge. So, in this case, important roles are needed from teachers and also the government to encourage students to improve or build their Background Knowledge. Not only that, the students themselves also play an important role in this matter, because if the student really tries to increase the Background Knowledge they have, then the increase will be easier to achieve and overcome.

H. References

Siddiek, A. G., & Alfaki, I. M. (2013). The role of background knowledge in enhancing reading comprehension. *World Journal of English Language*, *3*(4).

Linh, N. N. N. (2021). Effects of Activating Background Knowledge in Listening Skill and How to Improve IELTS

Listening. *Journal of English Language Teaching and Applied Linguistics*, *3*(6), 13-25.

Huang, T. Y., Chen, S. C., Chen, S. H. E., & Wey, S. C. (2015). The Role of Background Knowledge and Proficiency in Vocational EFL Learners' Listening Comprehension. *International Journal of Education and Research*, *3*(9), 115-126.

MUIN, F. (2019). Sociolinguistics A Language Study in Sociocultural Perspectives.

Chen, W. (2005). Supporting teachers' intervention in collaborative knowledge building. *Journal of Network and Computer Applications*, *29*(2-3), 200-215.

Deshpande, S. K. (2016). Activating background knowledge: An effective strategy to develop reading comprehension skills. *JELTL (Journal of English Language Teaching and Linguistics)*, *1*(3), 2016.

Zhang, J., Hong, H. Y., Scardamalia, M., Teo, C. L., & Morley, E. A. (2011). Sustaining knowledge building as a principle-based innovation at an elementary school. *The Journal of the learning sciences*, *20*(2), 262-307.

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education, 1(1)*, 11-15.

Dilshad, M., Nausheen, M., & Ahmed, Z. (2019). Impact of Students' Motivation for Learning English on their Achievement at Secondary Level. *Pakistan Journal of Social Sciences (PJSS), 39(2)*, 689-696.

Dwinalida, K., & Setiaji, S. (2022). Students' Motivation and English Learning Achievement in Senior High School Students. *Educalitra: English Education, Linguistics, and Literature Journal, 1(1)*, 1-9.

Ekiz, S., & Kulmetov, Z. (2016). The Factors Affecting Learners' Motivation in English Language Education. *Journal of Foreign Language Education and Technology, 1(1)*, 18-38.

Harmer, J. (2001). *The Practice of English Language Teaching.* Essex: Longman.

Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. *English Education: Journal of English Teaching and Research, 4(2)*, 207-220.

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Lack of Motivation Factors Creating Poor Academic Performance in the Context of Graduate English Department Students. *Linguistics: Journal of Linguistics and Language Teaching, 6(2)*, 73-85.

Mauliya, I., Z, R., & Rokhyati, U. (2020). Lack of Motivation factors creating poor academic performance in the context of graduate English Department Student. *Linguistics: Journal of Linguistics and Language Teaching, 6(2)*, 73-85.

Mujan, S. (2019). Students' Motivation and Problems in Learning English in Effective English Conversation Course (EECC). *Anglo-Saxon, 10(2)*, 176-185.

Nguyen, H. C., & PhD. (2019). Motivation in Learning English Language: a case Study at Vietnam National University, Hanoi. *European Journal of Educational Sciences, EJES, 6(1)*, 49-65.

Purmama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT: Professional Journal of English Education, 2(4)*, 539-544.

Rahardjo, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19

Pandemic Situation. *JELITA: Journal of English Language Teaching and Literature, 1(2)*, 56-64.

Shaaban, K. A., & Ghaith, G. (2000). Student Motivation to Learn Student Motivation to Learn. *Foreign Language Annals, 33(6)*, 632-644.

Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. *English Education: English Journal for Teaching and Learning, 8(2)*, 177-188.

Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English. *Studies in English Language and Education, 6(1)*, 163-170.

Vibulphol, J. (2016). Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching, 9(4)*, 64-75.

CHAPTER 16

TRANSLATING INDONESIAN CULTURAL SYMBOLS IN THE LASKAR PELANGI NOVEL AND MOVIE INTO ENGLISH

Ghina Aulia Hasanah

A. Introduction

To achieve the result of translating Indonesian literary works into English, the several things are needed. The translator must be fluent in both Indonesian and English. The translator must have a strong command of both languages to be able to accurately convey the meaning, tone, and style of the original text in the translated work. Having a strong command of both languages is essential for a translator to accurately convey the meaning, tone, and style of the original text in the translated work. It is important for the translator to understand the nuances of both languages and be able to translate not just word-for-word, but rather to capture the intended meaning and style of the original text in the translated version. This requires a deep understanding of the language, including its grammar, syntax, and vocabulary, as well as an understanding of the cultural and literary context in which the original work was written. Only with these skills and knowledge can a translator produce a high-quality translation that does justice to the original work.

The translator must have knowledge of the specific literary genre of the work being translated, such as poetry or prose, in order to convey the style and tone of the original work in the translated version. understanding the specific literary genre of the work being translated is crucial for a translator to be able to convey the style and tone of the original work in the translated version. Each literary genre has its own unique

become popular. Many websites offer self-paced or instructor-led courses. These courses usually include videos, audio recordings, interactive exercises, and quizzes. All of these courses can strengthen their language skills.

They may participate in language exchange programs. When they have a chance to take part in the program, they should take it. In language exchange programs, our partner with a native speaker of English who is learning our native language, and both practice speaking each other's language. This is a great way to practice your conversational skills and learn more about the culture of the language we are learning.

The program they may take is the immersion program. This program involves surrounding English, such as studying in an English-speaking country or living with an English-speaking host family. Immersion programs are known for being highly effective as they force us to use English in real-life situations.

They also need optimally use language learning apps to improve their language skills. There are many apps available that allow us to learn English on our smartphones or tablet. These apps often include features such as flashcards, games, and interactive lessons.

E. References

Bell, Roger T. (1976). *Sociolinguistic Goals, Approaches, and Problem*.

Brown, H. D. (2001). *Teaching By Principles: An Intearctive Appoach to Language Pedagogy*. New York: Addison Wesly Longman, Inc.

Dubin, F. dan Olshtain, E. (1986). *Course Design: Developing Programs and Material for Language Learning*. Cambridge: Cambridge University Press.

Duranti, A. (1997). "Theories of culture". In Linguistic Anthropology (Cambridge Textbooks in Linguistics, pp.

23-50). Cambridge: Cambridge University Press. doi:10.1017/CBO97805118 10190.003

Elvina Arapah and Fatchul Mu'in. (2017). "Politeness in Using Banjarese and American English Personal Subject Pronouns by English Department Students of Lambung Mangkurat University" in Journal of Language Teaching and Research, Volume 8, Number 2, March 2017

Encyclopedia Britannica: Language | Definition, Characteristics & Change

Fatchul Mu'in & Sirajuddin Kamal. (2006). *Sociolinguistics: An Introduction.* Banjarmasin: Jurusan PBS FKIP Universitas Lambung Mangkurat.

Fatchul Mu'in, Dini Noor Arini, Rosyi Amrina. (2018). *Language in Oral Production Perspectives*. Bandung: Rasibook.

Finocchiaro, M. (1964). *English as a second language: From theory to practice.* Simon and Schuster, Inc.

Finocchiaro, M. (1989). *English as a second/foreign language from theory to practice (*4th ed.). Prent-ce Hall Regents.

Fromkin, V., & Rodman, R. (1978). *Introduction to language*. Holt, Rinehart, and Winston.

Grosjean, F. (1982). *Life with Two Languages: An Introduction to Bilingualism*. Cambridge,Mass : Harvard University Press.

Holmes, J. (2013). An Introduction to Sociolinguistics. Fourth Edition. Oxon: Routledge

Nanik Mariani & Fatchul Mu'in. (2007). *Introduction to Linguistics*. Banjarmasin: Jurusan PBS FKIP Universitas Lambung Mangkurat

Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.

Troike, M.S. & Blackwell, B. (1986). *The Ethnography of Communication*. Southampton: The Camelot Press.

Trudgill, Peter, 2000. Sociolinguistics. Fourth Edition. London: Penguin Books Ltd.

Weibell, Christian J. (2011). "Principles of Learning: A Conceptual Framework for Domain-Specific Theories of Learning". All Theses and Dissertations. Paper 2759.

ABOUT THE WRITERS

1

Ainayya Salsabil Maulidita

Ainayya Salsabil Maulidita (NIM 191011720016) was born in Banjarmasin, South Kalimantan on June 15th, 2001. People usually called her 'Ainayya' or 'Naya.' She completed her Elementary School at SD Muhammadiyah 8 & 10 Banjarmasin in 2013, her Junior High School at SMP Negeri 1 Banjarmasin in 2016, and her Senior High School at SMA PGRI 1 Banjarmasin in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. Her Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from Student's Perspective" about Prior Knowledge of Students in English Language Learning..

2

Andhika Wahyu Bramanta

The writer has the complete name **Andhika Wahyu Bramanta** (NIM 1910117310006). His families and friends always call her Wahyu. He was born in Nganjuk on September 30th, 2001. He is the second son of two children from her beloved parents, Mr. Sumanto and Mrs. Endang Wahyuni. He has one sister (Kallista Mauren Ayu Dafari). The writer graduated from SMAN 1 Nganjuk in 2019. The writer, who has hobbies of playing badminton and adventuring, loves her family very much. In 2019, the writer continued his study at the University of Lambung Mangkurat English Program S-1 degree.

3

Annisa Fakhirah

Annisa Fakhirah (NIM 1910117320027) was born in Banjarmasin, South Kalimantan on April 21st, 2001. She often went by "Caca," but some friends called her "Icha." She started in the first grade of elementary school at SDN Loktabat 5 in Banjarbaru in 2007, continued in the second grade at SDN Kuin Cerucuk 4 in 2008, and completed the third through sixth grades at SDN Marabahan 1 in 2013. In her junior high school, she graduated from SMPN 1 Marabahan in 2016 and from her senior high school, SMAN 1 Marabahan, in 2019. She studied for her bachelor's degree at Lambung Mangkurat University Banjarmasin's Faculty of Teacher Training and Education from 2019 to 2023 in the English Language Education Study Program. The chapter of a book chapter entitled "English Language Learning and Teaching: a critical review from the Students' Perspectives" that she used for Sarjana's thesis discusses how self-esteem affects students in ELL (English Language Learning).

4

Arianto Wibowo

Arianto Wibowo (NIM 1910117210011) was born in Sampit, Central Kalimantan on April 4th, 2001. People usually called him 'Ari,' but some friends called him 'Anto' and 'Bowo.' He completed his Elementary School at SDN 3 Mentawa Baru Hulu Sampit in 2013, Junior High School at SMP Negeri 1 Sampit in 2016, and Senior High School at SMA Negeri 1 Sampit in 2019. He pursued his bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. His Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspective" about spelling problems in ELL (English Language Learning).

5

Aulia Maurida

Aulia Maurida (NIM 1910117220038) was born in Tanah Laut, South Kalimantan on January 20th, 2001. People usually called her 'Aulia,' but some friends called her 'Auls.' She completed her Elementary School at SDN Telaga 1 in 2013, her Junior High School at SMPN 6 Pelaihari in 2016, and her Senior High Scholl at SMKN 1 Pelaihari in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. Her Sarjana's thesis is a chapter of a book titled" English Language Learning and Teaching: a critical review from the Students' Perspectives" about Students' Motivation in ELL (English Language Learning)

6

Delfisea Cahya

Delfisea Cahya (NIM 1910117220005) was born in Kertak – Hanyar, South Kalimantan on June 9th, 2001. People usually called her 'Delfi.' She completed her Elementary School at SDN Kertak – Hanyar 1-3 in 2013, her Junior High School at MTsN Banjar Selatan 1 in 2016, and her Senior High School at SMAN 1 Gambut in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. Her sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspectives" about Phonological Problems in ELL (English Language Learning).

7

Eldho Ondho Dhion Sirait

Eldho Ondho Dhion Sirait (NIM 1910117210036) was born in Kotabaru, South Kalimantan on July 18th, 2000. People usually call him "Eldho' He completed his Elementary School at SDN DIRGAHAYU 1 KOTABARU 2013, Junior High School at SMPN 1 KOTABARU in 2016, completed his Senior High School at SMAN 2 KOTABARU in 2019. He pursued his bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. His sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspectives" about Grammar problems in ELL (English Language Learning).

8

Fatchul Mu'in

Fatchul Mu'in is a Lecturer in Literature/ Linguistics at Universitas Lambung Mangkurat, Banjarmasin. He earned his Sarjana's degree of Linguistics from Universitas Diponegoro, Semarang (1987), Master's degree of Humanities from Universitas Gadjah Mada, Yogyakarta, Indonesia and Doctoral degree from Universitas Negeri Malang, East Java, Indonesia. His professorship is Applied Linguistics. His articles published in the international journals, among others, are: "Experiences of African-Americans as Reflected in Richard Wright's Native Son 1940 (AWEJ, October 2016); "Phonemic Interference of Local Language in Spoken English by Students of English Department of Lambung Mangkurat University (JLTR, January 2017); "Politeness in Using Banjarese and American English Personal Subject Pronouns by English Department Students of Universitas Lambung Mangkurat, as the second writer (JLTR, March 2017), and "Investigating Teacher Professional Development: English Teachers' Learning Activities as Learners" (Asian EFL Journal Research Articles. Vol. 20 Issue No.12.2 December 2018). He and his friends published a monograph entitled "Language in Oral Production Perspectives" (2018) and a book chapter entitled "Sociolinguistics: A Language Study in Sociocultural Perspectives" (2019).

9

Ghina Aulia Hasanah

Ghina Aulia Hasanah (NIM 1910117220018) was born in Banjarmasin, South Kalimantan, on September 27th, 2001. The people around her usually call her Ghina. She completed her elementary school at SD Barunawati in 2013. Then, she finished her junior high school at SMP Negeri 2 Banjarmasin in 2016. After that, she continued her senior high school at SMK Negeri 1 Banjarmasin, where she majored in multimedia. She graduated from her senior high school in 2019. She pursued her bachelor's degree in the English Language Education Study Program at the Faculty of Teacher Training and Education at Lambung Mangkurat University. She graduated with her bachelor's degree in the English Language Education Study Program by taking part in writing a book chapter equivalent to Sarjana's Thesis entitled "Translating Indonesian Cultural Symbols in the Laskar Pelangi Novel and Movie".

Hennie Rahmawati

Hennie Rahmawati (NIM 1910117120012.) was born in Banjarmasin, South Kalimantan on January 23th, 2001. People usually called her 'Hennie.' She completed her Elementary School at SDN Belitung Selatan 1 Banjarmasin in 2013, her Junior High School at SMPN 12 Banjarmasin in 2016, and her Senior High School at SMA PGRI 2 Banjarmasin in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. Her Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from Student's Perspective" about Student's Anxiety in ELL (English Language Learning).

11

Muhammad Rifqi

Muhammad Rifqi (NIM 1910117210008) was born in Muara Teweh, Central Kalimantan on Juni 9th, 2001. People usually called him "Qi." He completed his Elementary School at SDN Melayu 4 Muara Teweh in 2013, his Junior High School at MTsN Muara Teweh in 2016, and his Senior High School at MAN Muara Teweh in 2019. He pursued his bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. His Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspectives" about vocabulary problems in ELL (English Language Learning).

12

Muhammad Fauzian Noor

Muhammad Fauzian Noor (NIM 1910117210028) was born in Banjarmasin, South Kalimantan on January 21st, 2001. People often called him "Zian" to differentiate similar names like "Fauzian." He completed his Elementary school at SDN Karang Mekar 5 Banjarmasin in 2013, his Junior High School at SMPN 11 Banjarmasin in 2016, and his Senior High School at SMAN 4 Banjarmasin in 2019. He pursued a bachelor's degree in the English Language Education Study Program Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. His sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a Critical Review From Students' Perspectives" about Problems Idioms and Expressions.

Muhammad Rizqi Yoga Mahendra

Muhammad Rizqi Yoga Mahendra (NIM: 1910117210045) was born in Banjarmasin, South Kalimantan, on May 17th, 2001. People usually called him "Yoga." He completed his Elementary School at SDN Perak Barat Kawasan, Surabaya, in 2013, completed his Junior High School at SMPN 6 Surabaya in 2016, and his Senior High School at SMAN 2 Martapura in 2019. He pursued his bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. His Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspectives" about Pronunciation problems in ELL (English Language Learning).

14

Norlita

Norlita (NIM 1910117320015) was born in Banjarmasin, South Kalimantan on January 16th, 2001. People usually called her "Lita." She completed her Elementary School at SDN Pemurus Dalam 2 in 2013, her Junior High School at SMPN 19 Banjarmasin in 2016, and her Senior High School at SMAN 13 Banjarmasin in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. "Her Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from Students' Perspective" about The Frustration of Students in English Language Learning"

15

Nur Anisah

Nur Anisah (NIM 1910117220031) was born in Banjarmasin, South Kalimantan, on July 22nd, 2001. People usually call her 'Nisah.' She completed her Elementary School at SDN Kelayan Selatan 2 Banjarmasin in 2013, her Junior High School at MTSN 4 Banjarmasin in 2016, and her Senior High School at SMKN 5 Banjarmasin in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. Her Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspectives" about interference in ELL (English Language Learning).

16

Rima Cahaya Febrina

Rima Cahaya Febrina (NIM 1910117220035) was born in Banjarmasin, South Kalimantan, on February 28th, 2001. People usually called her 'Rima.' She completed her Elementary School at SDN Kelayan Timur 3 Banjarmasin in 2013, her Junior High School at SMPN 8 Banjarmasin in 2016, and her Senior High School at SMAN 4 Banjarmasin in 2019. She pursued her bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education at Lambung Mangkurat University Banjarmasin from 2019 to 2023. Her Sarjana's thesis is a chapter of a book titled "English Language Learning and Teaching: a critical review from the Students' Perspectives" about the cultural context in ELL (English Language Learning).