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"Please, may I?": An analysis of request politeness strategy in online student-supervisor interaction

Luh Gede Eka Wahyuni[1], I Putu Yoga Laksana[2], I Nyoman Adi Jaya Putra[3]

Universitas Pendidikan Ganesha[1,3]
Politeknik Negeri Bali[2]
email: yoga.laksana@pnb.ac.id[2]

Abstract - This research examines the various ways in which EFL students and supervisors utilize politeness strategies when making requests in the process of thesis supervision through WhatsApp group communication. The study focuses on how factors such as power dynamics, social distance, and imposition influence the choice of linguistic strategies for making requests. A document study was employed to collect the data. The document was gathered from WhatsApp conversations between 26 students and 5 supervisors and analyzed using Blum-Kulka and Olshtain's situational classification and Brown and Levinson's politeness theory. The findings reveal that students tend to employ more negative politeness strategies, such as questioning, apologies, and expressions of gratitude when making requests to supervisors in order to mitigate potential threats to face. On the other hand, supervisors, due to their higher status positions, tend to use more direct strategies, such as obligations and imperatives, when making requests to students. However, the context also plays a role as supervisors exhibit politeness by using politeness markers in intra-supervisor requests. It concludes that power dynamics, social distance, and imposition ranking significantly influence the selection of politeness strategies, with wider power gaps leading to more negative strategies while familiar relationships foster direct communication. These findings suggest that understanding appropriate politeness strategies can enhance effective communication between students and supervisors and minimize potential miscommunication in cross-cultural academic environments.

Keywords: Interaction, Online Communication, Politeness Strategy, Request Strategy, Sociocultural Pragmatics

1. Introduction

Communication is a complex process of transferring information (Cosmin-Constantin & Claudia, 2015). In communicating, both speakers and hearers need to consider the context where the communication occurs to obtain the intended goal of the communication (Santoso et al., 2021). In an academic setting where the interaction between students and supervisors takes place, the major goal of the speakers is to successfully convey their intention through certain speech, while the listeners' responsibility is to comprehend it. It may lead to communicative challenges if both speakers and hearers do not have good knowledge of socio-pragmatic communication. From the speakers' perspectives, they must determine the most effective communicative means to accomplish their desired goal.

The communicative objectives of communication occur when individuals are obligated to engage in a courteous dialogue (Wagner et al., 2014), for instance how requests are delivered in an academic context. Certainly, they employ specific tactics to ensure the conversation remains polite and acceptable to others. Politeness principles are typically present in both formal and informal communication settings (Azwan, 2018). The literature emphasizes the significance of language politeness in shaping human interaction and social relationships. Politeness is not only a linguistic phenomenon but also a sociocultural and pragmatic aspect of communication that influences interpersonal dynamics (Cosmin-Constantin & Claudia, 2015). Brown and Levinson's (1987) theory of politeness offers a comprehensive framework for comprehending the tactics utilized in speech acts, thereby contributing to the achievement of effective and respectful communication. In relation to this, Mahmud (2018), Nodoushan and Allami (2011), and Nodoushan (2016) emphasize the importance of politeness in creating good communication and maintaining one's face. Locher & Watts (2005) then emphasize the importance of polite requests in shaping social interactions and building strong relationships.

The study of politeness strategy in the context of educational settings has been a major concern in English language teaching, providing deep insights into politeness strategies, specifically in academic communication. Research by Algiovan (2022) about virtual communication during supervision revealed that the communication dynamics between supervisors and students were significantly influenced by politeness strategies. Students tended to employ negative politeness strategies such as apologizing, showing gratitude, and self-effacing questions, predominantly used to show respect for the supervisors' authority and minimize potential threats to academic relationships. In the college-classroom interaction context, Mahmud (2019) found out that the students possessed different language expressions to encode their politeness, both positive and negative politeness mostly in the forms of greetings, thanking, addressing terms, apologizing, and fillers. Different religious and cultural aspects of the interlocutors were found to be influential factors in the choice of politeness strategy use. Rahayuningsih et al. (2020) completed the discussion that teachers showed similar strategies. Bald-on record, positive strategies, negative strategies, and off-record politeness forms were mostly observed during the interaction. It was admitted that those strategies were used to show solidarity and maintain a close relationship with the students, to give unambiguous instruction, to minimize coercion to the students, and to give hints. Further analysis of the study also showed that social distance, power, and degree of imposition influence the choice of politeness strategies.

Similar findings also occurred at the secondary level. Positive politeness strategy, negative politeness strategy, and bald-on record strategy were found to be the most frequently dominated by the teachers (Fitriyani & Andriyanti, 2020). Among these three strategies, negative politeness strategies mostly occurred, influenced by some factors such as age, institutional position, power, and social distance between teachers and students. The strategies were mostly performed in giving instruction, encouraging, questioning, requesting, confirming, and addressing. Mulyono et al. (2019) expanded the discussion to see the significant difference in using politeness strategy between teachers and students in WhatsApp texts. Teachers were observed to use bald-on-record, positive politeness, and negative politeness strategies, while students were shown to apply all politeness strategy forms. Imperative forms of bald-on-record strategy were mostly employed by teachers to impose their authority on students. Similar politeness strategies were also observed in virtual classroom setting (Nuramdani et al., 2023) where the strategies were used to engage students' attention and build comfortable situation. These findings suggested that academic communication was not merely an exchange of information only, but rather an ongoing negotiation of social relationship and power dynamics.

In foreign contexts, the different use of politeness strategies was also observed between young and adult learners in private schools (Latrech & Alazzawie, 2023). Young learners tended to be perceived with their positive face, while adults with negative face. They argued that when the face was put into a threatened situation, face-saving acts were more possible. It leads to the understanding that politeness

and face awareness depend on different contexts and are used by teachers to help students be aware of it. Jeanyfer and Tanto (2018) also suggested additional perspectives regarding the importance of understanding communication strategies as the function of power dynamics and social distance. Their research revealed that lower-power individuals, particularly students, tended to employ cautious communication strategies to minimize face-threatening acts by using softer, more direct, and carefully considered expressions. In another context where the politeness strategies were used by people with equal power and close social distance in an online classroom setting via WhatsApp, positive-oriented forms of politeness tended to occur (Zahra et al., 2023). It was because this strategy could reflect their good relationship with the other students. Pang (2022) also investigated the politeness strategies in college teacher-student interaction. Positive politeness strategies were the most frequently used to give clear instructions, make closer relationships with students, show direct expressions, and give hints to get the expected answer. His study signified a good contribution to engaging students in classroom activities, establishing a respectful relationship, and creating an enjoyable classroom atmosphere.

In the context of making requests, various politeness strategies were employed during the classroom interaction. Shahzadi et al. (2021) conducted a study investigating the politeness strategies used by Pakistani and Chinese students in making requests. Both direct and conventional indirect request strategies occurred. Pakistani students tended to use direct strategies, while Chinese preferred conventionally indirect more in their requesting patterns in all situations. Cultural status, level of familiarity with the interlocutors, and diverse contexts were found to be the factors influencing the use of request and politeness strategies. Gunas et al. (2023) explain that classroom interaction has the potential circumstances to influence the use of pragmatic modifiers. They were considered to be the markers to make polite requests and both internal and external modifiers were to achieve the instructional objectives. Alike findings were also under analysis by a study by Darong et al. (2020). It explained that external devices, adjunct to the head act, such as grounder, sweetener, and disarmer, and internal modifiers were used to soften the impact of the requests.

These previous studies consistently emphasize that politeness strategies are not merely linguistic choices, but rather complex mechanisms that reflect social structures, academic power relations, and cultural norms in communication. The strategies are not static; instead, they are dynamic and highly dependent on the specific context of interactions, including factors such as institutional hierarchy, personal closeness, and targeted communicative goals. Compared to these previous studies, most of them extensively concern the politeness strategies that occurred during the interaction between teachers and students, both in the classroom and virtual classroom. However, research specifically examining request politeness strategies has remained limited. Moreover, interactions within the context of thesis supervision have not been widely explored, particularly in higher educational environments. In fact, the thesis supervision process involves a communication situation where there is a power imbalance between students and supervisors which makes politeness strategies in making requests a compelling aspect to explore. Addressing the gaps, this current study intends to analyze students-supervisors' politeness strategies in making requests through written interactions in WhatsApp groups during thesis supervision. By examining the syntactic structures and politeness strategies employed, this study provides insights into how students navigate social and power relationships in online academic communication. Therefore, this study aims to identify and analyze written request politeness strategies between students and supervisors in WhatsApp groups and understand the factors influencing their choice of strategies.

According to the aims, the research questions that would be answered in this study are as follows:
(a)   What types of written request politeness strategies are employed by students and supervisors in WhatsApp interactions during thesis supervision?
(b)   What factors influence the choice of written request politeness strategies in the communication between students and supervisors?

2. Method

This study employed a qualitative methodology to gather related data about request strategies during the supervising process from the subjects under investigation. As qualitative research emphasizes the use of words rather than numerical measurements, the data and analysis in this study were presented descriptively, and conclusions were drawn without making broad generalizations.

Research data were utterances of request by the participants in the form of sentences. The requests were limited in terms of those posted in WhatsApp conversations with 26 students and 5 supervisors during the thesis supervising process. To collect the data, the requested conversations were screenshots. The data were divided into three categories by considering the different levels of PDR that occurred; (1)

by lower-ranking speaker to higher-ranking hearer, (2) by equal speaker and hearer, and (3) by higher-ranking speaker to lower-ranking hearer. In the subsequent phase, the aforementioned data were analyzed in terms of politeness strategies. In addition to this categorization, data identification was also carried out. During this stage, any data that was not included in the initial classification was then sorted into a new category based on their specific attributes or designated codes or names.

The research participants were students of the English Language Education study program of Ganesha University of Education. They were in the seventh semester and were working on their theses under different umbrella research; 6 students were working on a quasi-experimental study, 6 students were in a developmental study, 6 students were in a survey study, and 8 other students were in a descriptive qualitative study. There were 5 supervisors involved. They did the process of theses supervising through WhatsApp groups.

The research questions were addressed by analyzing the classified data. To identify the pragmatic strategies employed in inviting individuals with high power (P+), distant relationship (D+), and strong imposition rank (R+) compared to those with equal or lower power (P-), closer relationship (D-), and high imposition rank (R+), the data was compared to the three request strategies outlined by Nodoushan & Allami (2011) and Nodoushan (2016). The analysis entails the classification of data into distinct categories, enabling the formulation of a working hypothesis based on the findings. It was started by classifying the power and distance relations between the speakers according to the situational classification of power relations by Blum-kulka and Olshtain (1984). Next, the strategies employed by speakers when making requests for favors, things, or information were examined. The language used in these requests, whether they primarily used direct statements or employed modification techniques to cater to the intended audience was discussed. Subsequently, the data were lastly interpreted and described to address the research problem before presenting their conclusion.

3. Results and Discussion

This study aims to analyze the politeness strategies used by EFL students in requesting through WhatsApp group communication during the supervising period. The data were divided into three categories proposed by Blum-kulka and Olshtain (1984). However, since the focus of the study was to analyze the written request strategies used during student-lecture interaction, then only two categories were used, namely lower to higher-ranking positions and higher to lower-ranking positions. The data were analyzed by using Brown and Levinson's (1987) theory of politeness.

3.1 Request Politeness Strategies in WhatsApp Interaction

3.1.1 Request strategies employed by the lower-raking speaker to higher-ranking hearer

When it came to power dynamics, a speaker who perceived themselves as having less power than the listener often utilized various strategies, including in written conversation. These strategies were influenced not only by the level of closeness between the speaker and listener but also by the degree of imposition placed on the listener. The findings in this study indicated the employment of a negative politeness strategy when the speakers placed themselves in a subordinate position in relation to the hearers and maintained a significant social distance from them. The speakers with a lower-ranking power status chose to employ various modification methods, both internally and externally, in their speech acts. This was done to reduce the perceived level of imposition and to minimize any threat to the hearers' social standing. The conversation was transcribed in the following excerpts.

#Excerpt 1

Student 1   :   *Om Swastyastu Ibu @... dan Ibu @.... Mohon maaf mengganggu waktu hari liburnya. Kami mohon ijin bertanya terkait sistematika bab 3 pada proposal penelitiannya.*
Adapun pertanyaan kami adalah sbb:
Terkait dengan rancangan penelitian, kami menghadapi sedikit kebingungan. Pada arahan yang ibu kirimkan tempo hari, disarankan untuk menggunakan case study dan pada bagian metode menggunakan survey. Sementara di proposal besar pada rancangan penelitian tertera mix method.
Untuk itu yang mana nggih yang harus kami ikuti? Terima kasih Ibu.

> Supervisor1 : *Karena kalian S1, pakai case study aja ya. Data angka hanya sebatas presentase saja.*

Excerpt 1 was about a conversation between a student as the speaker and a supervisor as the hearer, talking about the research design for the research methodology. It showed that several negative politeness strategies were used by the student. First, using the Indonesian address term "*Ibu*" (Mrs or Madam in English), the student intended to show respect to the supervisor and deference which effectively put the supervisor in a position of power. The phrases "*Mohon maaf mengganggu waktu liburnya*" ("Sorry for disturbing your weekend"), "*Mohon ijin bertanya*" ("Pardon me to question you"), and "*nggih*" (Balinese highest polite word which means "yes") were the examples of negative politeness strategy – greeting, apologizing, and hedging. These illustrations tended to have a pessimistic tone, as they highlighted the use of internal modifications both in terms of syntax and vocabulary to lessen the impact of a particular primary action and enable an uncoerced reaction. Syntactically, the student tended to use the strategy of questioning - "*untuk itu yang mana nggih yang harus kami ikuti*?" ("which one should I follow?"). Lexically, the downtoner strategy of lexical downgraders – "*Kami mohon ijin bertanya terkait sistematika bab 3 pada proposal penelitiannya*" ("I would like to ask you about systematic writing of chapter 3") - was employed, putting the high-power position for the supervisor. Furthermore, an external modification also appeared in the statement of "*terima kasih Ibu*" ("Thank you Mam") with a thank emoticon, expressing gratitude for the response. In relation to power relations, it showed positive politeness that a related response was required from the supervisor.

Another example of the use of negative politeness strategies in talking with the supervisor with a higher power and distance relationship could be seen in Excerpt 2.

#Excerpt 2

> Student 2 : *Om Swastyastu. Selamat siang bapak @.... Mohon maaf mengganggu waktunya. Ijin konfirmasi bahwasannya kami baru saja selesai bimbingan dengan Bu ... perihal cara analisis data responden kuesioner. Namun, kami memiliki kebingungan dibagian menentukan jumlah siswa yang akan diinterview. Itu jumlah siswanya berapa persen dari jumlah keseluruhan sample nggih Bapak? Agar kami bisa segera menentukan. Suksma Bapak.*
>
> Supervisor3 : *Tidak ada ketentuan berapa persen sebenarnya. Semakin banyak semakin baik.*

Excerpt 2 was also about the conversation between a student and a supervisor, talking about the criteria of research subject sample involvement size. In this Excerpt, the message began with a negative politeness strategy of greeting and apologizing which was followed by the address term "*Bapak*" ("Mr") to show deference. The student proceeded to give the following situation about her data analysis before asking a question, which was also posed as a negative politeness strategy. The phrase word "*nggih*" ("yes") strengthened the position of the lower-ranking power owned by the student. In relation to the directness level of request, an explicit performative request strategy with internal modification was employed in the form of a question "*Itu jumlah siswanya berapa persen dari jumlah keseluruhan sample nggih Bapak?*" ("How many percentages of the subject should the sample be?"). This request strategy was externally modified by promising and expressing gratitude. The following sentence "*Agar kami bisa segera menentukan*" ("So we can make a decision") was an example of external modification in the form of a promise and "*Suksma Bapak*" was the example of showing gratitude. However, these two external modification examples intended to show the duties of the supervisor and the expectations and rights of the student to get a fast response from the supervisor; thus, they were therefore rather positive-oriented strategies. As the response, the phrase "*Semakin banyak semakin baik*" ("larger is better") tended to be a non-conventionally indirect request strategy from the supervisor that gave strong hints for the student to determine the number of the research sample.

Different strategies were also seen to be employed by the speaker with a lower position but had close social distance from the hearer. The findings showed that such speakers tended to mix the politeness request strategies. The presence of modification was still seen in Excerpt 3.

#Excerpt 3

Supervisor1	:	*Supaya bagus datanya. Kalau ngawur penelitian, bisa tidak normal itu hasilnya, akan kelihatan aneh*
Student 1	:	*Atau Wik coba aja cari sekolah lain, seperti SMPN 1 Sukasada, kayaknya sekolahnya tidak terlalu banyak kegiatan*
Supervisor1	:	*Minta nilai siswanya untuk random sampling*
Student 1	:	*Ya ini, kayaknya Kak Eka harus menekankan ini juga sama yang lain karena beberapa ada yang berencana meetingnya dikurangi*

In Excerpt 3, the communication was about a request of the student to the supervisor to inform the research ethics during the research data collection. In this example, the student had a lower position than the supervisor, but the hedging strategy of "*Ya ini*" ("yes, that's it") instead of a formal greeting like the two previous examples indicated that the student and the supervisor had a close relationship; in fact, they were relatives. Another proof that they had a close relationship was by addressing themselves using their nicknames instead of "*saya*" ("I") to refer to the student as the speaker and "*Kak Eka*" ("you") to refer to the supervisor as the hearer. In the request, several strategies were conveyed and they were rather positive politeness. First, bold on record was shown by directly stating the request for the supervisor to inform the data collection ethics. This strategy was also followed by the statement of the reason (external modification) that other students may cut the meetings of the treatment. It represented the students' imposition on the supervisor, leading to positive-oriented politeness. The phrase "*kayaknya kak eka harus menekankan ini juga sama yang lain*" ("you should emphasize this matter to the others") represented an upgraders strategy of internal modification like adverbial intensifier which emphasized the duties of the supervisor; thus, it increased the use of positive politeness.

3.1.2 Request strategies used by higher-ranking speakers to lower-ranking hearers

The tendency to speak less formally and unapologetically was more prevalent when individuals in positions of power interacted with those who had less power. This phenomenon was supported by the findings of this study. The majority of the data indicated that individuals with higher power, such as supervisors, tended to adopt a straightforward communication strategy when interacting with individuals with less power, such as students. This approach was employed because they acknowledged that their requests were unlikely to pose a threat to the self-esteem or reputation of the receivers. The following were some examples of requests done by the supervisors in the WhatsApp group communication during the supervising process.

#Excerpt 4

| Supervisor2 | : | *Yang satu research design adde, yang satu expert judgement. Coba main lebih lama ke perpus. Baca tentang penelitian dnd* |

#Excerpt 5

| Supervisor3 | : | *Tolong lain kali chat lewat group saja ya. Tidak perlu pribadi lagi.* |

#Excerpt 6

| Supervisor1 | : | *Harusnya sudah selesai analisis data ya, karena kalian sudah pasti selesai treatment dalam 2 bulan ini* |

#Excerpt 7

| Supervisor5 | : | *Nanti dikoordinasikan dengan penguji 1 alternatif jadwalnya ya. Kita buat alternatif jadwal dulu, lalu konsulkan pilihan jadwalnya ke penguji 1* |

#Excerpt 8

| Supervisor1 | : | *Tunggu pak gung dulu* |

#Excerpt 9

| Supervisor3 | : | *Kamis malam siap, tapi akan lebih baik kalau sabtu* |

#Excerpt 10
<blockquote>
Supervisor4   :   *Terimakasih sudah menghubungi. Ibu besok full kegiatan ternyata. Ada undangan pengukuhan GB, pelepasan mhs, dan workshop. Bgm kalua hari ini? Jam berapa kalian bisa? Cari tempat yg nyaman sambil ngopi bareng*
</blockquote>

#Excerpt 11
<blockquote>
Supervisor4   :   *Ok Udayana, semoga cepat sembuh ya. Tanya teman2 ttg revision skripsinya ya*
</blockquote>

In showing the powerful requests to the students, no specific address form was used. The address form "*kalian*" ("you") in Excerpt 6 and Excerpt 10 was mostly used to emphasize that the students possessed equal positions in the group, in which the requests were directed to all students. Meanwhile, the form "*kita*" ("we") in Excerpt 7 was used instead of "you" to emphasize that everybody involved in the discussion should coordinate the alternative schedule for the examination, including reporting the results to the supervisor. In performing the requests several strategies were employed by the supervisors. Most of the requests possessed on-record types of politeness strategy. On-record requests were rather directive, employed to give direct, clear, unambiguous, and concise ways possible. Excerpts 5, 7, 8, 9, and 11 were in the form of imperative directness, representing on record of request politeness strategy to direct the students what they were requested for. More specifically, Excerpts 4 and 6 labored on direct request strategy in the form of an obligation statement, that emphasized an obligation as requested. A conventional indirect request strategy of on-record type was shown in Excerpts 9 and 10. They were used to mitigate the dipositive force of the requests. Although the illocutionary force was indirectly conveyed in the requests, the usage has been fully conventionalized so that it would be read by all students as an appeal. Although they did not seem to convey the illocutionary force directly, the usage has been fully conventionalized in English so that it would be read by all students as requested.

These direct and conventional indirect requests worked with the admission of internal and external modification of the requests. Internally, it was done by downgrading and upgrading the force. Downgrading the force of requests, "*tolong*" ("please") was used to lexically show a polite marker of the supervisor's request. Another type of lexical downgrader was the consultive device strategy like in Excerpt 10, in which the request was delivered by asking for the students' opinions. These two types of lexical downgraders acted to soften the uncoerced response. Another type of internal modification was shown in Excerpts 6 and 11, the commitment upgrader form. The phrase "*coba main lebih lama ke perpus*" ("you should spend more time in the library") and "*harusnya sudah selesai analisis data ya ....*" ("you should have finished analyzing the data….") were employed to demand the students' commitment towards their working progress. Furthermore, three forms of external modification strategy such as grounder, preparatory, and expressing gratitude were used. Excerpts 6, 7, and 11 showed how the grounder worked in the requests, Excerpts 4, 9, and 10 showed preparatory form, and Excerpt 10 showed gratitude expression. Among the three, gratitude expression was the only form of showing positive politeness. These external modification strategies occurred before the requests to lessen the force of the requests, making them more likely to be acted upon by the students; thus, internal and external modification strategies were acted to be negative-oriented politeness.

3.2 Factors Influencing the Choice of Request Politeness Strategies

Based on the findings in this study, several critical factors were identified to significantly influence the choice of request politeness strategies during student-supervisor interaction through WhatsApp. The factors were categorized into three main dimensions: power dynamics, social distance, and imposition ranking.

Power dynamics was recognized as one of the most influencing factors in determining politeness strategies employed by both students and supervisors. The unequal power relationship between students and supervisors created distinct patterns in their communication strategies. The findings of this study revealed that students, who occupied lower power positions, consistently employed negative politeness strategies such as questioning, apologizing, and expressing gratitude. It has been observed in Excerpts 1 and 2, in which students used expressions like "*mohon maaf mengganggu waktunya*" (sorry to disturb you), "*mohon ijin bertanya*" (may I ask), as well as the use of "*nggih*" (yes: a respectful affirmation in Balinese) as forms of deference. They delivered their requests carefully to acknowledge and respect the supervisors' authority. Conversely, the supervisors, due to their higher status, tended to employ direct

strategies such as imperative and statement of obligation while interacting with the students. As observed in Expert 4 to 11, the choice of addressing terms such as "*Ibu*" (Ms./Madam) and "*Bapak*" (Sir) by the students emphasized their recognition of the supervisors' authority which strengthened the power differential. It led to more direct and concise communication from the supervisors, who felt less compelled to mitigate face-threatening acts when making requests to students.

Social distance was also identified as another significant factor that influenced the choice of request politeness strategies. In student-supervisor formal interaction with greater social distance, the students used more elaborative negative politeness strategy, including formal greeting, extensive hedging, and polite language as observed in Excerpts 1 and 2. The use of the greeting "*Om Swastyastu*" (a kind of Balinese greeting, that means peace) followed by a format address like "*Ibu*" atau "*Bapak*" indicated an acknowledgment of greater social distance. In contrast, when the students had a closer relationship with the supervisors, as in Excerpt 3 where the student and the supervisor were relatives, the communication pattern could significantly change. They may use less formal language, including the use of direct addresses like "*Kak Eka*" (an address for older sister) instead of "*Ibu*" and more positive politeness strategies. The use of the address "*Wik*" (a nickname) and a more direct communication style in Excerpt 3 indicated that social distance could reduce the need for using formal politeness. The level of formality in the communication context also affected the perception of social distance, that a more formal setting increased power distance. It explained why, in cases of close relationships, the students adjusted their language to be more formal in group settings involving multiple participants, such as WhatsApp groups that included several students and supervisors.

The level of imposition ranking represented in making requests also affected the employed strategies. The findings of this study showed that requests involving a higher level of imposition prompted the students to employ more elaborative politeness strategies. As in Excerpt 1, the student did not only use formal greetings and apologizes for interruption, but also delivered complete context before finally posing her requests regarding research methods. She also ended the request with an expression of gratitude, showing full awareness of the burden being placed on the supervisor. The requests that required more time, effort, and resources from the supervisors encouraged the students to use negative politeness strategies more extensively. As in Excerpt 2, the students provided complete context regarding their previous supervision and explicitly acknowledged their confusion. It showed an understanding that they were asking the supervisor to invest both time and mental effort which revealed an interesting pattern in which the students balanced the need for clarity with appropriate politeness markers. It reflected a desire to receive a timely response while still maintaining respect for the supervisors' authority.

Apart from these three main factors, cultural and linguistic background were also identified to affect the choice. The use of specific cultural expressions like "*nggih*" (Balinese polite affirmation) and "*Suksma*" (Balinese greeting form) in excerpts showed how cultural background influenced politeness manifestation. The expression of "*Om Swastyastu*" as a greeting in Excerpts 1 and 2 also indicated the interference of Balinese culture in academic interaction. These findings emphasized the impact of cultural aspects in politeness strategy use. The findings also directed the level of varied pragmatic competency among the students in navigating complex power dynamics during supervision. Several students even demonstrated more sophisticated hedging and face-saving strategies, as in Excerpt 1, including a range of internal and external modification strategies, while others exhibited more direct patterns as shown in Excerpt 3.

These findings suggested that the choice of request politeness strategies was not arbitrary but systematically influenced by interrelated factors. When power differences were greater (between students and supervisors with no relativity), social distance was greater (in a formal context), and the level of imposition was higher (requests requiring more resources), more elaborated negative politeness strategies were employed, especially by those in lower power positions. Conversely, when power distance remained while social relationships were closer (as in family relationships), the use of positive politeness strategies and more direct communication became more common. This complex interaction has supported the theoretical framework of Brown and Levinson while highlighting the context-specific nature of politeness in academic supervision.

Based on these findings, it could be inferred that individuals do not always choose the most polite or indirect approach due to a variety of factors. The three sociological factors (power, social distance, and imposition ranking) played a critical role in determining the level of politeness used by speakers towards their audience. These findings were in line with other previous studies that also found the existence of an unequal power dynamic between students and supervisors. Supervisors had complete authority over every aspect of the learning process and were dominant in communication, including turn-taking, directness, and word choice when interacting with students (Algiovan, 2022; Mulyono et al.,

2019). However, these two previous studies provided additional insights by emphasizing more complex strategy variations based on personal relationships and communication contexts. On one hand, individuals with power tended to employ negative strategies to protect their reputation and avoid causing face-threatening situations (Jeanyfer & Tanto, 2018). Individuals with lower power positions, on the other hand, tended to adopt more polite request strategies to minimize any possibility of imposition (Jeanyfer & Tanto, 2018). It aligned with the findings by Wangia and Otonde (2020) that the level of formality has a direct impact on the power distance. When a context was more formal, power distance increased. In contrast, when in an informal setting, power distance decreased. This could be seen in interactions between supervisors and students who had family relationships. For example, in Excerpt 3, students were allowed to call their supervisor "sister" because the supervisor was their older cousin, while the supervisor called them by their first name. However, in formal settings such as interactions in WhatsApp groups involving many people, students changed their addresses to "*bu*" or "*ms*". It showed that students understood and adhered to varying levels of politeness in formal and informal settings, examining the various ways in which power dynamics impacted the flow of interactions between students and supervisors (Nuramdani et al., 2023). It was also reinforced by the findings of Kurniatillah et al. (2022) that specific interaction patterns could create effective interaction dynamics, which mirrored the power-based communication patterns observed in the present study, where individuals with higher status positions employed more direct communication strategies.

In line with the social distance in politeness, the findings of this study suggested that students' socioeconomic status and cultural background may become crucial considerations in applying the politeness norms. The expressions of gratitude, apology, and greetings indicated students' efforts in choosing more polite language as a way to maintain their cultural awareness and pragmatic meaning. These findings may align with research by previous studies that the understanding of culture and pragmatic meaning interpretation may relate to cultural values, power dynamics, social interaction, and communicative competence. Elmianvari and Kheirabadi (2013) supported these findings through the explanation that the awareness of this understanding influenced how individuals chose, used, and interpreted politeness. It was strengthened by Algiovan (2022) that the difference in politeness usage within cultures brought an impact on communication forms, social dynamics, and linguistic features of a language. It meant that the study of politeness strategy could be a beneficial learning source for students during their language learning with the hope of enhancing their multicultural competence and facilitating more effective interaction among each other (Fitriyani & Andriyanti, 2020). Certainly, the findings were also in line with research by Koohzad et al. (2019) that it was the potential to decrease miscommunication and disharmony caused by diverse cultures. Extending this understanding, research by Lestari and Andiansyah (2024) demonstrated that language was used naturally and automatically, particularly when referring to Indonesian acronyms and names which reflected the need for communication flexibility in digital contexts. Their research supported this present study regarding how linguistic choices were influenced by power dynamics and cultural context, especially in online environments where additional communication challenges have existed compared to face-to-face interactions.

This study also suggested that people with higher power ranks tended to employ directness strategies in the requests since it was considered to be the most effective and polite way to make the intention clearer and minimize the request impact. It is in accordance with the research by Chintawidy and Sartini (2022) that the knowledge of politeness may influence people to use direct forms of politeness in the requests and minimize coercion by reducing the acts that threaten someone's face; it leads them to adapt in different social contexts and to use appropriate strategies. It is also clearly assumed that the use of efficient direct requests to mitigate the impact of imposition could be employed through internal and external modification of the acts. Such modifications were rather negatively oriented politeness to decrease the risk for the face (Xiaoning, 2017). This explanation clarified that the use of directness in the requests highlighted politeness by emphasizing self-confidence, clarity, and appreciation, as well as pointed out the recognition of others and the decision-making authority (Jamal, 2022).

However, this study suggested reconsidering the use of direct request strategies which may not be always appropriate and polite in certain contexts. In this study, positive politeness strategies were frequently used when supervisors provided feedback to students or clarified their misunderstandings. These findings were aligned with other previous studies such as Fitriyani and Andriyanti (2020), Karimnia and Khodashenas (2017), Selgas (2022), Zahra et al. (2023), and Zezarwati et al. (2022). Unconventional indirect strategies may be a better choice to show politeness and mitigate coercion (Selgas, 2022). When dealing with errors, supervisors had various options, such as providing implicit guidance (Karimnia & Khodashenas, 2017). This indirect approach to expressing disagreement contributed to students' positive attitudes so that it was in line with positive politeness strategies (Fitriyani

& Andriyanti, 2020). In Excerpt 5 and Excerpt 4, both the supervisor and the student tended to use modal verbs in the acts to show their politeness and formality in the requests. They indirectly delivered the requests to give the opportunity for better interpretation, thus, minimizing the coerced impacts of the requests. This was in line with Zahra et al. (2023) who emphasized the function of modality to lighten the hearers' burden and maintain the positive relationship, as well as to highlight the pragmatic meaning without further requests. These dynamics were further complicated by factors identified in the research of Zezarwati et al. (2022) which highlighted how supervisor involvement, technical constraints (e.g. internet connectivity), and psychological elements (e.g. motivation and concentration) affected communication strategies. It proved that such politeness strategies were influenced by factors of social context, the relationship of the speakers and hearers, and cultural norms in the communication.

Based on the findings and discussion of this study, it provides comprehensive implications, particularly for further research. Considering the tendency of students to use negative politeness strategies while the supervisors predominantly employ direct strategies, this study suggests a power asymmetry that influences language choice in academic interaction. It highlights the need for further research to investigate how the differences in cultural backgrounds, gender, or academic disciplines may influence the use of politeness strategies in online communication. Furthermore, because of the influence of communication contexts on strategy variation use, this study highlights the need to broaden the scope by examining other forms of academic interaction such as classroom discussion, face-to-face consultations, or formal written communication like email. Longitudinal or experimental approaches could also offer deeper insights into how politeness strategies evolve as student-supervisor relationships develop.

4. Conclusion

This research explores the use of politeness strategies in making requests by EFL students and their supervisors in group discussions on WhatsApp during the thesis supervision process. The data showed that supervisors and students tended to use request strategies. The choice of the strategies was influenced by different levels of politeness depending on their power dynamics. When students make requests to their supervisors, they use negative politeness tactics such as greetings, apologies, hesitations, and questions to show respect. Whether supervisors or students, they use internal and external language modifications to minimize potential harm to the supervisor's social image. In contrast, when supervisors make requests of students, they use more authoritative language, such as obligations and orders. This is done to reduce threats to a person's self-image. Despite this, some internal and external modifications were still made. In conclusion, elements such as power, social closeness, and coercion influence the choice of politeness strategies. A larger power gap causes speakers to increase their level of gentleness through the use of negative politeness strategies to avoid losing face.

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English writing motivation on junior high school students: the types and the levels

Rizal Arisman

Universitas Dayanu Ikhsanuddin, Indonesia
email: rizalarisman@unidayan.ac.id

Abstract – This scientific work intends to explore the sorts and degrees of writing motivation aspects, including enjoyment, self-efficacy, instrumentality, recognition, and effort. The design used is a quantitative approach with the descriptive research method. It involves 166 students at junior high schools in Baubau, Southeast Sulawesi province. An Academic Writing Motivation Questionnaire (AWMQ) is utilized as the research instrument to collect the data. The study discovers that the mean score of the enjoyment aspect is 3.50, the mean score of the self-efficacy aspect is 3.73, the mean score of the instrumentality aspect is 3.98, the mean score of the recognition is 3.97, and the mean score of effort aspect is 3.49. All aspects are categorized at a high level. The instrumentality aspect takes the first place in those results since it possesses the maximum mean score. This result indicates that the students possess strong beliefs that writing serves a practical purpose or is instrumental in achieving specific goals, focusing on the practical benefits of writing. Overall, the average point of writing motivation is 3.70, which is a high level. It means the students are highly motivated toward their writing subject.

Keywords: Junior High School Students, Motivation, Writing

1. Introduction

Writing is one of the abilities that cannot be separated from human life. Wening (2016) supports that one of the linguistic skills that need to be learned to learn a language is writing, besides listening, speaking, and reading. In almost every activity, humans need to write to convey many things that others must know that may not be uttered. Therefore, the capacity of composing is indispensable to master. Writing plays an essential role in supporting the development of language skills. It is an equipment to acquire, explore, enhance, and refine linguistic abilities (Astuti *et al.*, 2020). Writing is crucial since a learner's writing quality is frequently used to gauge their language proficiency. For instance, it is typically believed that someone good at writing also possesses a strong command of the language. English language learners need to give more portion of attention to writing. As if it is an essential means of written communication through which they can demonstrate the ability and knowledge to use the target language (Nugroho, 2017).

Writing is among the more demanding talents for learners encounter since at least five aspects of writing must be considered in writing a text, such as content, organization, vocabulary, grammar, and mechanics. The ability to write means to be able to understand what to communicate, to use language patterns, to organize in composing form, and to use diction correctly. Some difficulties come from students when they combine the correct vocabulary and grammar to create coherent and cohesive text appropriate to a particular context. In this sense, students need to realize that what they possess the ability to perform tasks. They may express grievances and provide knowledge, etc. (Martínez-Lirola, 2015). Students require extensive knowledge and ideas to articulate their thoughts in statements and papers. Consequently, in contemporary society, nearly everyone is expected to possess English writing skills; but, in practice, numerous learners exhibit diminished motivation to acquire the language.

The term "motivation" originates from students' individual actions while they are engaged in learning. These actions are related to pedagogical practices, such as drawing the students' enthusiasm into the lesson, classroom activities, and tasks and drawing the student's attention to the subject matter through an efficient medium or method of learning. In addition to the instructor playing a crucial role in inspiring the students, particularly in the classroom instruction of a foreign language, the medium of education also makes various contributions to force the students' motivation (Rahmat, 2023). Motivation may be thought of as a driving force to accomplish anything. Without motivation, learners might not begin the learning process at all, and even if they do, they might not be able to continue learning once they encounter challenges along the way (Gardner, 2007). Without motivation, learners might not be able to start learning at all.

The students should be motivated as an internal force to compel them to learn writing during the writing exercises. Roy (2010) claims that the entire process that encourages a person to communicate their views in writing is known as writing motivation. Öztürk (2013) defined writing motivation as the extent to which a student views writing as an important or meaningful activity or means of self-expression. As a result, writing motivation takes the form of an urge or support that students' experience both inside and externally, and it can improve students' writing abilities. Hidi & Bascolo (2006) list the following as the factors influencing the motivation to write: (1) having a desire to write; (2) having adequate knowledge of the topic; (3) an easy-to-write topic; (4) providing immediate feedback for the writing; and (5) being able to exert consistent effort while writing. Furthermore, the writing motivation scale, referring to Öztürk (2013), involves five components: a good attitude toward writing, a goal that is owned, a writing failure burden, sharing of writing, and writing efforts.

In light of the reasoning, as mentioned earlier, motivation is a crucial component of writing. Learners will find it difficult to finish the composition assignment without sufficient motivation. Theoretically, motivation is the entire inner force that propels someone to action. Writing motivation is, therefore, an innate force that governs productive writing work. Students must be motivated to write since they will not complete the assignment without it, even though they encounter several issues with sentence structure, grammar, diction, spelling, vocabulary, and punctuation. Students are capable of producing quality compositions in writing. It demonstrates that children require incentives when writing. This study's writing motivation is related to overcoming students' writing anxiety. Students must own strong writing motivation because it is necessary and efficient for their writing activities; otherwise, students will have difficulty writing.

Payne (2012) divides writing motivation into five aspects: enjoyment, self-efficacy, instrumentality, recognition, and effort. Enjoyment is a kind of intrinsic motivation defined as having something to accomplish because it is intrinsically fascinating or delightful is one definition of the concept of motivation. High-quality learning is achieved through the use of intrinsic motivation; there is

significant educational benefit in concentrating on the intrinsic motivation behind the development of a vital skill such as writing. Kulusakli (2021) adds that apprehension or enjoyment can be an essential factor influencing students' writing motivation. The vocabulary sizes of students who report high levels of anxiety are consistently smaller than those who report minimal anxiety. For instance, they tend to write more simply, using fewer words and a narrower range of terminology (Sakkir *et al.*, 2022). Self-efficacy is related to students' belief in their capacity to apply correct grammar, practice mechanical writing skills, and accomplish other writing operations successfully. Students' confidence in their writing abilities across disciplines and purposes may vary. Instrumentality talks about the belief that writing is a means of achieving success. Recognition relates to receiving rewards for writing or feedback on writing. Effort discusses how to tackle a writing task.

The social relationship between the teacher and the student has an impact on motivation as well. The teacher greatly influences the motivation of kids to write. There are six list elements in instructional practice that the instructor should be aware of and be relevant to students' motivation, according to Lam & Law (2007): foremost challenge; students are most motivated when they expect that they can complete a writing work they value. Second, writing has a real-world impact; this motivates students since it is valuable and relevant to their lives. The third element is curiosity. Students will be more motivated to write if they can satisfy their innate desire to understand how things work and their desire to reduce the anxiety created by cognitive dissonance. The fourth element is autonomy. To encourage students to write, teachers should give them more independence in their writing processes, such as the option to choose their topics, writing styles, and methodology. The fifth element is acknowledgment. To encourage students to accept learning objectives, teachers may commend students who have put out an effort and made progress in their own lives. The sixth element is evaluation which includes feedback that links success to hard work and the use of tactics, as well as provides particular knowledge about how to enhance, and increase motivation.

Some previous researchers have conducted studies investigating writing motivation. Kulusakli (2021), who investigated the Turkish EFL learners, found that EFL students had an average level of motivation in writing, with a higher motivational level on the scales of enjoyment, instrumentality, and effort gained by female learners than males. In addition, Cahyono & Rahayu (2020) revealed that female students are motivated better in English writing than male students for overall aspects of writing motivation, such as pleasure in composing and composing courses, satisfaction in composing essay components, adherence to writing conventions, utilization of discourse markers, instructor comments, peer evaluations, incorporation of sources, layout, and submittal. Furthermore, Romrome & Mbato (2022) observed the writing motivation of belief, self-efficacy, and attitude in Papuan EFL learners. They found that the students have the highest attitude toward writing among three aspects of writing motivation. Overall, these findings highlight the importance of understanding motivational factors in writing education to better support learners. Additionally, the studies suggest that a positive attitude is a significant component of writing motivation. As stated by Gazioglu (2019), understanding the motivational factors in writing instruction is essential because they affect students' performance and attitudes, which in turn shapes supportive environments, customizes tasks, and boosts engagement—all of which help students develop their writing abilities and have positive learning experiences.

Based on the description above, the researcher conducted this research by exploring the types of students' English writing motivation and revealing the level of each type. Expectantly, this research contributes to expanding the teacher's awareness of the writing motivation possessed by the students, and the students realize the writing motivation they have and be able to improve it to gain better writing results.

2. Method

This research applied a quantitative approach with a descriptive research method. In this research, the researcher did not control or manipulate any variables, only observed and measured them. This study just observed the type of writing motivation and measured data to determine the level of each writing motivation. As many as 166 students were involved in this research, taken from several junior high schools. The 30 items of the Academic Writing Motivation Questionnaire (AWMQ) developed by Payne (2012) were utilized to gather the data. It contained five aspects of writing motivation: 10 items of enjoyment aspect (1, 9, 15, 19, 21, 23, 25, 27, 28, 30), eight items of self-efficacy aspect (3, 4, 6, 11, 12, 14, 20, 29), five items of instrumentality aspect (5, 13, 16, 17, 24), four items of recognition aspect (2, 10, 18, 260, and 3 items of effort aspect (7, 8, 22).

To obtain the students' answers to the questionnaire, the students were given time by the English teacher to share the questionnaire according to the schedule of the English subject. After the students received the questionnaire, the researcher explained every item to provide understanding for them to fill the option correctly based on what they felt related to the writing motivation. The answer options adopted a 5-scale Likert scale ranging from strongly disagree (1 point) to strongly agree (5 points).

The data obtained from the questionnaire are then analyzed using descriptive statistics. Creswell (2012) stated that descriptive statistics were required to indicate general tendency and the spread of the score. Cohen *et al.* (2018) added that descriptive statistics presented data, including the mean, the mode, the media, the minimum and maximum scores, the range, the variance, and the standard deviation. The data obtained from the questionnaire were input into the Microsoft Excel program to calculate the score and then analyzed using SPSS version 25 to know the mean score. The mean score obtained was categorized, stated by Creswell (2014), from very low (1.00 to 1.80), low (1.81 to 2.60), moderate (2.61 to 3.40), high (3.41 to 4.20), and very high (4.21 to 5.00).

3. Results and Discussion

3.1 Result

The data presented in this part are from the AMWQ questionnaire, which involves five dimensions of writing motivation: enjoyment, self-efficacy, instrumentality, recognition, and effort. The data are calculated using descriptive analysis of SPSS and then gauged the mean score to determine the level of each dimension of the writing motivation.

Enjoyment

The first aspect of writing motivation discussed is enjoyment. It consists of 10 items, all of which are positive. All the students' answers in the questionnaire related to this aspect are first tabulated and then proceed to determine the mean score. The result of the descriptive statistics is shown in Table 1 below.

Table 1. Result of Enjoyment Aspect

No.	Statements	Scales					Mean Score	Level
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
1	I enjoy writing	1 (0.6)	7 (4.2)	19 (11.4)	79 (47.6)	60 (36.1)	4.15	High
9	I like to participate in written online discussions	13 (7.8)	39 (23.5)	42 (25.3)	45 (27.1)	27 (16.3)	3.21	Moderate
15	I like classes that require a lot of writing	14 (8.4)	47 (28.3)	54 (32.5)	32 (19.3)	19 (11.4)	2.97	Moderate
19	I enjoy writing assignments that challenge me	3 (1.8)	33 (19.9)	60 (36.1)	40 (27.7)	24 (14.5)	3.33	Moderate
21	I like to write even if my writing will not be graded	4 (2.4)	23 (13.9)	35 (21.1)	67 (40.4)	37 (22.3)	3.66	High
23	I would like to have more opportunities to write in classes	4 (2.4)	33 (19.9)	49 (29.5)	52 (31.3)	28 (16.9)	3.40	Moderate
25	I practice writing in order to improve my skills	3 (1.8)	13 (7.8)	20 (12.0)	81 (48.8)	49 (29.5)	3.96	High
27	I would rather write an essay than answer multiple-choice questions	10 (6.0)	40 (24.1)	50 (30.1)	42 (25.3)	24 (14.5)	3.18	Moderate

| 28 | I want others to recognize me as a good writer | 2 (1.2) | 28 (16.9) | 39 (23.5) | 53 (31.9) | 44 (26.5) | 3.66 | High |
| 30 | I am motivated to write in my classes | 6 (3.6) | 30 (18.1) | 48 (28.9) | 48 (28.9) | 34 (20.5) | 3.45 | High |

The table above reveals only two types of writing enjoyment levels: moderate and high. Of 10 items, a moderate level is obtained by five items, and a high level is gained by five items. The top mean score of the moderate level is 3.40 from the statement, "I would like to have more opportunities to write in classes". While the highest mean score of high level is 4.15 from the statement "I enjoy writing". Overall, the data analysis results indicate that the mean score of the writing enjoyment aspect is 3.50, which suggests that the students have a high level of enjoyment in writing English. To be more specific, the top mean score is gained by statement 1 (I enjoy writing), in which there are 139 students (83.7%) have positive responses. Conversely, eight students (4.8%) indicate adverse reactions toward their enjoyment of writing, and 19 students (11.4%) are uncertain whether they enjoy their writing. Those results can be assumed that most students enjoy their English writing.

Self-Efficacy

The next aspect of writing motivation explained is self-efficacy. It consists of 8 items, all of which are positive. The table below displays each item's score, percentage, mean score, and level. In addition, there is also the total mean score and the level from all items.

Table 2. Result of Self-Efficacy Aspect

| No. | Statements | Scales | | | | | Mean Score | Level |
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
3	I employ proper grammar in my work	0 (0.0)	19 (11.4)	54 (32.5)	60 (36.1)	33 (19.9)	3.64	High
4	I fulfill a composition project despite its challenges	4 (2.4)	18 (10.8)	36 (21.7)	56 (33.7)	52 (31.3)	3.81	High
6	I compose comparably to my peers	0 (0.0)	8 (4.8)	23 (13.9)	89 (53.6)	46 27.7)	4.04	High
11	I am able to clearly express my ideas in writing	7 (4.2)	16 (9.6)	52 (31.3)	59 (35.5)	32 (19.3)	3.56	High
12	I concentrate effortlessly on composing	1 (0.6)	9 (5.4)	35 (21.1)	76 (45.8)	45 (27.1)	3.93	High
14	I find it effortless to compose proficient articles	6 (3.6)	28 (16.9)	60 (36.1)	54 (32.5)	18 (10.8)	3.30	Moderate
20	Punctuation is easy for me	0 (0.0)	18 (10.8)	27 (16.3)	78 (47.0)	43 (25.9)	3.88	High
29	Selecting the appropriate term is effortless for me	6 (3.6)	9 (5.4)	52 (31.3)	63 (38.0)	36 (21.7)	3.69	High

It can be seen from the table above that the moderate level is achieved by 1 statement, which is "I find it effortless to compose proficient articles", with a mean score is 3.30. In comparison, seven items are categorized at a high level. The highest mean score of the high level is 4.04, obtained by the statement, "I compose comparably to my peers". In this aspect, statement 6 (I compose comparably to my peers) obtains the maximum mean score. This statement collects 135 students (81.3%) with positive responses, eight students (4.8%) showing adverse reactions, and 23 students (13.9) are uncertain about their writing as well as their friends. Furthermore, the result of data analysis obtains 3.73 as the average score, which shows that the students achieve a high level of self-efficacy in writing English.

Instrumentality

The questionnaire for the instrumentality aspect contains five items. The table below presents the result of descriptive statistics, which reveals the data on the instrumentality aspect.

Table 3. Result of Instrumentality Aspect

| No. | Statements | Scales | | | | | Mean Score | Level |
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
5	Proficiency in writing will assist me do well academically	1 (0.6)	8 (4.8)	18 (10.8)	87 (52.4)	52 (31.3)	4.09	High
13	I am more likely to succeed if I can write well	0 (0.0)	11 (6.6)	24 (14.5)	79 (47.6)	52 (31.3)	4.04	High
16	Improving my writing skills is significant to me	2 (1.2)	14 (8.4)	35 (21.1)	70 (42.2)	45 (27.1)	3.86	High
17	Improving my writing skills will enhance my professional prospects.	4 (2.4)	6 (3.6)	37 (22.3)	67 (40.4)	52 (31.3)	3.95	High
24	Being a good writer is important in getting a good job	1 (0.6)	8 (4.8)	34 (20.5)	73 (44.0)	50 (30.1)	3.98	High

The result illustrated in the table above shows that there is only a high level of all items in the instrumentality aspect out of the five levels of writing motivation. The lowest mean score is 3.86 from the statement, "Becoming a better writer is important to me". Meanwhile, the highest mean score is 4.09 from the statement, "Being a good writer will help me do well academically". In addition, statement 5 (being a good writer will help me do well academically) earns the top mean score. It also gathers 139 respondents (83.7%) with positive responses, nine respondents (5.4%) selected negative answers, and 18 respondents (10.8%) are uncertain about the statement. Simultaneously, the mean score gains 3.98, which reveals that the students gain a high level of instrumentality in writing English.

Recognition

Students' recognition in writing English consists of 4 statements out of 30 total items in the writing motivation questionnaire. The result of the data analysis is presented in the following table.

Table 4. Result of Recognition Aspect

| No. | Statements | Scales | | | | | Mean Score | Level |
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
2	I enjoy documenting my ideas.	3 (1.8)	18 (10.8)	27 (16.3)	72 (43.4)	46 (27.7)	3.84	High
10	I like to get feedback from an instructor on my writing	6 (3.6)	21 (12.7)	40 (24.1)	66 (39.8)	33 (19.9)	3.60	High
18	It is important to me that I make an "A" on a writing assignment	3 (1.8)	3 (1.8)	12 (7.2)	58 (34.9)	90 (54.2)	4.38	Very High
26	I want the highest grade in the class on a writing assignment	4 (2.4)	12 (7.2)	25 (15.1)	55 (33.1)	70 (42.2)	4.05	High

The data above shows that there are only two out of five levels of recognition aspect, which are high and very high. Three statements indicate a high level, and one statement is very high. The uppermost mean score of the high level is 4.05 from the statement, "I want the highest grade in the class on a writing

assignment". Meanwhile, the mean score of a very high level is 4.38 from the statement, "It is important to me that I make an A on a writing assignment". Specifically, the highest mean score is acquired by statement 18 (it is important to me that I make an "A" on a writing assignment). It is pointed out that 148 samples (89.1%) with positive responses, six samples (3.6%) with negative options, and 12 samples (7.2) are unsure whether getting an A grade is essential or not for their writing assignment. The result of data analysis for recognition indicates that the mean score of overall statements is 3.97, which means that the students achieve a high level of recognition in writing English.

Effort

The last aspect discussed is effort. It takes three statements in the questionnaire on writing motivation. The data analysis result for this aspect appears in the table below.

Table 5. Result of Effort Aspect

| No. | Statements | Scales | | | | | Mean Score | Level |
		SD (%)	D (%)	U (%)	A (%)	SA (%)		
7	I exceed the minimal requirements for the composition task	12 (7.2)	62 (37.3)	39 (23.5)	34 (20.5)	19 (11.4)	2.92	Moderate
8	I invest significant efforts in my composition	0 (0.0)	17 (10.2)	19 (11.4)	78 (47.0)	52 (31.3)	3.99	High
22	I prefer people to peruse my written work.	2 (1.2)	34 (20.5)	32 (19.3)	63 (38.0)	35 (21.1)	3.57	High

The last result from the five aspects of writing motivation presented in the table above reveals two levels of effort aspect consists of moderate and high. The moderate level is obtained by 1 statement, and two other statements achieve the high level. The average score of moderate level is 2.92 from the statement "I exceed the minimal requirements for the composition task". In the meantime, the top mean score is 3.99, categorized as very high, coming from the statement, "I invest significant efforts in my composition". To be more specific, the maximum average score is gained by statement 8 (I invest significant efforts in my composition), which is supported by most students showing positive responses (130 students, 78.3%), the adverse reaction is selected by 17 students (10.2%), and the uncertain option is chosen by 19 students (11.4%). Therefore, the analysis reports that the total mean score of effort aspect is 3.49, which is interpreted that the students attain high effort in writing English.

3.2 Discussion

This work divides students' writing motivation into five aspects: enjoyment, self-efficacy, instrumentality, recognition, and effort. Each contains several AWMQ items that the students answer to get information about its type and level. Overall, the data analysis results indicate that the mean score of the writing enjoyment aspect is 3.50, which suggests that the students highly enjoy English writing. It can be assumed that the majority of students enjoy their English writing. To be more specific, from the ten statements provided in this aspect, high and moderate levels are achieved by five aspects for each. Some activities include participation in written online discussions, classes that require more writing, challenging writing assignments, providing more chances to write in class, and writing essays rather than objective questions are gained by students at an adequate level. Those need to be more improved since they support the improvement of enjoyment simultaneously. The higher the level of each action, the better the enjoyment achieved. Written online discussions, for instance, offer numerous benefits for students, particularly in enhancing writing skills and critical thinking. Studies have shown that engaging in online discussions can significantly improve students' accuracy, increase their awareness of errors, and provide opportunities for peer feedback, ultimately facilitating language and literacy advancement (Al Jahrami, 2018; Zheng & Warschauer, 2015). Meanwhile, the students' likeness of classes that require more writing gains the lowest score. This is unfortunate since classes that incorporate more writing offer numerous benefits to students. Xhama (2017) found that writing as a process enhances language skills, metacognitive abilities, confidence, independence, and interpersonal skills, crucial for future success.

Furthermore, Lee (2017) reveals that focusing on self and peer review in English writing classes promotes learner autonomy, improves competencies, and enhances students' perceptions of responsibilities and engagement in learning activities. Overall, foreign language enjoyment exhibits a substantial positive link with students' actual proficiency and self-assessed competence, whereas foreign language anxiety and boredom have a notable adverse connection with both. A study by Wang & Li (2022) reveals that learners have relatively high levels of foreign language enjoyment and anxiety but a medium level of boredom. In addition, Zumbrunn *et al.* (2019) claim that enjoyment is essential to writing performance and self-regulation. Positive emotional experiences while writing may help sustain self-regulatory behaviors and improve performance. It is about how writing can help maintain self-control and boost productivity. Writing preferences, mood, and motivation are essential elements of the educational setting that influence students' emotional experiences with composition. Further research is needed to better understand the complex nature of enjoyment and its relationship with other factors.

In terms of self-efficacy, the result of data analysis obtains 3.73 as the average score, which implies that a high level is possessed by the students. Seven activities achieve high levels, including correct grammar, completing difficult tasks, making compositions, expressing ideas, concentrating, punctuation, and using diction efficiently. However, these activities can be further improved to reinforce higher self-efficacy. In the meantime, easiness in writing good essays has a moderate level, indicating sufficient ability but not poor or gratified ability. The relationship between essay writing and writing motivation is complex and multifaceted, with challenges such as cognitive overload, lack of ideas, and negative feedback significantly impacting motivation. Students often experience "writer's block" and struggle with organization, mechanics, and vocabulary, which can diminish their enthusiasm for writing (Rahmi et al., 2022). Excessive instructor feedback has been shown to demotivate over 50% of students, indicating that feedback can significantly affect writing motivation (Anaktototy et al., 2024). The lowest mean score and level of self-efficacy can be increased by students through strategies such as collaborative learning and giving feedback and support. Collaborative learning is highly effective in improving self-efficacy, as it fosters a sense of community and interaction, which are crucial for enhancing creative writing skills and self-efficacy (Helaluddin et al., 2022; Rahimi & Fathi, 2022). Additionally, constructive feedback and support are essential for building self-efficacy, as regular feedback helps students interpret their writing performance positively, enhancing confidence and improving writing skills (Busby & Malone, 2023; Truong, 2022).

The instrumentality aspect of writing English has a mean score of 3.98, indicating that students have a high level of instrumentality in their writing skills. However, to maximize this, strategies should be applied, particularly in writing skills. These include clearly defining writing tasks' goals and their contribution to larger objectives, such as improving communication skills or enhancing academic performance (Gloria & Mbato, 2023), providing regular feedback that highlights progress and how it aligns with the desired outcomes, thus helping students see the tangible results of their efforts, thereby increasing their belief in the instrumentality of writing (Tubaon & Palma, 2022), and teaching metacognitive strategies such as planning, monitoring, and evaluating will help students understand their writing processes and how they can improve their writing skills, thereby increasing their belief in the effectiveness of their efforts (Jingya, 2023). In addition, teaching writers to formulate insightful questions can stimulate curiosity and engagement, leading to a deeper investment in their writing tasks. This practice not only enhances motivation but also promotes critical thinking skills (Zarzycka-Bienias & Zarzycki, 2018). Furthermore, students should know the importance of being a good writer to increase their motivation, for instance improving communication skills (Listiana et al., 2023; Mahmud & Ali, 2022), increasing confidence (Oktavianingrum, 2019), boosting critical thinking (Ahlan, 2021; Menbet, 2018), and promoting learning engagement (Fisher, 2017).

A high level of recognition in writing English is gained by the students, with an average score is 3.97. However, the maximum level of recognition is very high, indicating that more efforts are needed to enhance this aspect. This includes writing down thoughts, receiving feedback from teachers, and expecting high grades. Writing down thoughts is crucial for enhancing reflection, self-awareness (Lopes et al., 2021), communication skills, identity exploration, and promoting learners' autonomy and self-regulation (Beseghi, 2021). Meanwhile, the instructor feedback enhances understanding, satisfaction, active participation in learning (Traykova & Radev, 2024), and teacher-student relationships (Heron et al., 2023). High expectations in writing contribute to academic success, as employers often prioritize candidates with strong writing abilities. Those also encourage higher-order thinking skills, such as analysis, synthesis, and evaluation (Clark, 2013). This is particularly important in writing, where critical thinking is necessary to construct coherent arguments and narratives (Li & Jung, 2024). In summary, recognition in writing motivation is vital for enhancing motivation, building self-efficacy, encouraging

continuous improvement, and fostering a supportive learning environment. By acknowledging students' efforts and achievements, educators can significantly impact their motivation and success in writing.

Effort is a crucial aspect of writing motivation, impacting a student's engagement and success. High levels of effort are associated with intrinsic motivation, where individuals find personal satisfaction and value in the writing process (Alves-Wold et al., 2024; Valiantien et al., 2016). The result of the descriptive statistics reports that the mean score of the effort aspect is 3.49, which indicates that the students achieve high effort in writing English, but to achieve maximum motivation, they need to increase their efforts. To effectively boost motivation for writing, several strategies can be employed, drawing from various educational studies. Those strategies focus on encouraging students to use motivation-regulation strategies, such as goal-oriented self-talk and environmental structuring, which can help maintain their writing efforts (Diasti & Mbato, 2020) and emphasize the importance of completing drafts rather than striving for perfection from the outset, which leads to reducing anxiety and encourages more writing or productivity (Kişi, 2024; Soare, 2014). Implementing these strategies can enhance effort and motivation, leading to greater productivity and satisfaction in writing or other endeavors.

Considering that motivation greatly contributes to the improvement of students' writing ability, instructors should conduct learning activities using strategies that can elevate students' writing motivation. Some that can be applied include goal setting which encourages students to set clear, achievable writing goals, enhancing their focus and self-efficacy (Yang, 2024), task-based learning, which implements engaging, real-world writing tasks to help students see the social value of their writing and to increase their motivation, and feedback mechanisms that utilize student feedback to refine teaching strategies, fosters a supportive learning environment, which is vital for maintaining motivation (Duan, 2022). By implementing these strategies, it is expected that students will increase their writing motivation which also correlates with better writing skills.

4. Conclusion

Of the results and discussion presented above, it can be summarized that the writing motivation aspects indicate a high level. In order, instrumentality takes the first place with the highest mean score, followed by recognition, self-efficacy, enjoyment, and effort. Overall, the average score of writing motivation is 3.70, meaning that the students possess a high level of writing motivation. Since motivation is a factor that makes students show their excitement in learning something, for instance, learning in writing, they will get a good outcome in learning writing if they are highly motivated. Writing motivation refers to the many factors that influence a student's decision to participate in or avoid writing assignments.

Even though all aspects of writing are high, several statements still get a moderate level based on the student's responses. Therefore, it is recommended that the teacher keep motivating students by applying various learning methods or activities in writing class. The student's motivation in writing is expected to increase so that their learning outcome in writing is simultaneously improved.

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Linguistic manipulation realised on Hoatiti Facebook political statements and comments: A gricean relevance maxim violation

Papiso Irene Brown

Limkokwing University of Creative Technology Lesotho
email: papiso.mohapi-brown@limkokwing.ac.ls

Abstract - Adherence to Grice's maxims assumes that speakers and writers engaged in a conversation are understandable to both their listeners/readers such that words used do not have ambiguous or overlayed meanings that can be misinterpreted to deviate from the actual intended meanings. This study outlines how interlocutors communicate in digital spaces in cases where either the writer/reader does not fully cooperate in a conversation thus violating the Relevance Maxim in political discussions. The proposed study objective is to assess the degree of relevance in political posts and responses, examining whether followers maintain focus on the topic under discussion, or if they deviate into tangential or irrelevant issues on the Hoatiti Facebook page. Therefore, the study is premised on a qualitative method approach limited to a case study. It comprises of Hoatiti Facebook group page randomly extracted statements n=3 and comments n=5 (3x5) to allow for interaction analysis between the writers and the readers using purposive-convenience sampling. Data is analyzed thematically and inductively. The theoretical undertaking to guide this study is premised on Sperber & Wilson's theory expounded on the 1985 Relevance theory and built on the Gricean model of pragmatic inference and conversation. The findings of the study revealed various fallacies including ad-hominem, tangential, red-herring, or personal attacks fallacies that violated the relevance maxim. It therefore recommends that for interlocutors to stay informed about a topic they must critically evaluate the statements before responding to contribute and give meaningful insights to the conversations through literacy campaigns to inform them of the importance of relevance in online political conversations.

Keywords: Facebook, Flouting, Grice's Relation Maxim, Linguistic Manipulation, Violation

1. Introduction

Currently, much attention focuses on how followers are manipulated on Facebook political discussions. As a result, adherence to Grice's maxims assumes that speakers and writers engaged in a conversation ensures that they are understandable to both the writers and readers such that the words used do not have any overlayed meaning. Researching the maxim of relevance in political communication is critical in shaping public discourse, influencing political perceptions, and maintaining democratic integrity. Political leaders or politicians often manipulate relevance in order to spread false narratives to give misleading information. As a result, politicians often exploit irrelevant or tangential arguments to distract from core issues, misleading their followers. In the era of polarisation, political discourse irrelevance can be analyzed to expose manipulative rhetorical strategies that can deepen divisions. Therefore, other than manipulation of text, communication on Facebook according to Sperber & Wilson in Harju & Lillqvist (2018) has also been frequently violated and breached the optimum relevance presumption for its own economic gain attracted through retaining its users. This according to Harju and Lillqvist has been achieved by manipulating context to best suit its advantages because without obscuring the context, it would expose its shortcomings. Shigapova, Tivova, Morozova & Sabirova, (2021) are also of the view that manipulation is realized in political speeches as they contain certain tactics and strategies in most political dialogues intending to manipulate others to achieve their aims of persuading the readers or Facebook followers.

Hence, violating the relevance maxim has several consequences such as public distrust, democratic instability, and poor decision-making because Facebook users never realize the techniques employed by politicians and continue using its services. Understanding how relevance is violated or used strategically can aid in identifying and eliminating future disinformation in political dialogue. Thus, identifying irrelevance patterns in political dialogue through social media platforms such as Facebook which is viewed as promoting and escalating tensions and inciting violence can be mitigated to promote responsible discourse. By addressing these issues, Facebook can maintain a responsible and political culture as a trusted information social media platform.

1.1 Research Gap

While previous studies have explored political discourse in different settings such as misinformation, framing, and defamation etc, there is still a gap in relation to the maxim of relevance in political discourse. This is because these studies have not so far addressed nor explored how language manipulation flouts, violate or obscure the relevance maxim in political settings. Identifying this gap helps guide future research in understanding how violations of relevance impact public perceptions and democratic processes. Addressing the gap can further contribute to an in-depth understanding of linguistic manipulation on social media platforms especially in relation to relevance in Facebook political discussions.

1.2 Purpose of The Study

The purpose of the study is to investigate the value of political discussions by concentrating on Facebook followers' effectiveness in observing relevant political discussions. Deliberations on Facebook political group pages often suffer interferences caused by followers' failure to stick to the topic under discussion leading to misinterpretations or derailing of fruitful deliberations. Therefore, it is crucial to investigate Hoatiti Facebook group followers to find out how well they observe Grice's relevance Maxim which emphasises that contribution to a conversation should be relevant. It also focuses on locutionary relevance which asserts the literal meaning of an utterance must align with the communicative purpose and the context in which it is delivered. In political discourse, maintaining locutionary relevance ensures both the writer's and reader's conversation is clear and meaningful and directly addresses the issue at hand. Failure to maintain relevance can lead to violence, confusion, misinformation, and strategic public discourse.

1.3 The Aim of The Study

Hence, the study aims to investigate the extent to which political dialogue is manipulated on Facebook political group pages based on Grice's relevance maxim i.e., to find out how readers comprehend and interpret messages regarding the maxim of relation and locutionary relevance. The study is therefore

guided by the research question to dig deeper into the quality of conversations within the Hoatiti political group page and the transparent implications of political discourse on Facebook political platforms.

1.4 Research Question

RQ1: To what extent do Facebook political followers adhere to Grice's Relevance Maxim when responding to posted Facebook comments or topics?
RQ2: How often do posted statements on the Hoatiti Facebook Political group page remain relevant to the topic posted?
      The objective of researching Facebook users' or political followers' adherence to the Maxim of Relevance in communication is to understand how the audience engages with posted statements and how it affects the quality of discourse. This is also to assess the degree of relevance in political posts and responses, examining whether followers maintain focus on the topic, or if they deviate into tangential or irrelevant issues that might sometimes trigger misinterpretations.

1.5 Literature Review

Manipulation of public opinion is not new on social media and has been present from era to era through disinformation, launching, personal attacks, truncated information, and so forth to divert attention from the main issue or topics under discussion to promote manipulative political ideologies (Kulichenko & Polyezhayev, 2020). These according to Aliyeva, Borymska, Kyshenia, Kovalchuk & Zoya (2023) are strategies or methods used by politicians daily to achieve personal or partial goals. This is supported by Van Emeren (2017) stating that it is deceptive as it is often intentional and concealed, meaning the writer deceives the reader by wanting them to perform an act in their own interest. Krisagbedo, Eze & Mamah (2021) are of the view that the power of language in manipulation is established at the discourse level because it is a fact that both language and thought are intertwined as language controls the cognitive process of human beings which allows manipulation to happen. According to Van Dijk (2006), manipulation is a form of illegitimacy through discourse to influence others to perform acts in the manipulator's best interest which is against the manipulated's awareness.

      Since one's thoughts are not visible or transparent for others to see, it is through language that people's thoughts can be analyzed by converting them into discourse (Akwanya (2005). Therefore, political groups are capable of manipulating the less powerful through controlling their minds. This according to Krisagbedo, et.al., (2021) validates the fact depending on one's status, power realized in the political class is crucial in controlling the minds of others in a given society as those in power have access to social media which enables them to manipulate the masses.

      Therefore. Cooperation is very crucial in any conversation to avoid any form of misunderstanding or taking advantage of another person. According to Grice's cooperative principle, interlocutors try to be as cooperative as possible to make appropriate utterances to keep the conversation moving to solve a problem or an argument (Birner, 2013). As a result, the conversation must continue but appropriately, whether they are arguing, disagreeing, etc which could sound as if they are being uncooperative, but the fact is they are being cooperative. Sticking to the topic under discussion and making utterances that can be interpreted to complete their thoughts and being relevant without confusing the other person is regarded as being cooperative. According to Grice (1975), writers and readers can't engage in a successful argument if the other is being uncooperative in the discussion because they would not contribute enough to the conversation.

      Similar to Grice, Finnegan (1988), in Davies (2000) also assert that for a conversation to be successful, interlocutors rely on each other by cooperating to achieve an effective conversation to be explicitly understood. Hence, the cooperative principle by Grice describes how people engaged in a conversation can achieve an effective conversation in social situations to mutually accept each other and be understood in a certain manner. Yule (1996) and Grundy (2000) are of the view that the cooperative principle plays a vital role in pragmatics hence, Grice proposed that "Make your contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." Therefore, the cooperate principle was thus divided into four maxims by Grice to describe the principles people followed in a quest to succeed in an effective conversation. Grice's four Maxims are some forms of rules or expectations that people must follow in a conversation (Grice, 1975). These are the maxim of quantity, (providing necessary information), the maxim of quality (avoid saying what is not true) maxim of manner (be clear and to the point), and lastly, the maxim of relation (utterance

relation to the context) According to Ngenget (2017), the relation maxim can only be fulfilled if an utterance can be construed by the reader as contributing towards the conversation's goal.

1.6 Theoretical framework

The theoretical undertaking guiding this study was premised on Sperber & Wilson's Relevance Theory built on the Gricean model of pragmatic inference and conversation coined in 1985. The theory of Relevance postulates the importance of the Cognition principle and Communication Principle as its basic principles (Napis, 2008; Igaab and Al-Bdeary, 2016). What the theory states is that the purpose of communication is for the reader or hearer to interpret the utterance as having optimum or ideal relevance to them in the context, depicting the discourse prominent in a way and thus valuable to the reader or hearer interest (Sperber & Wilson, 1987).

However, the expectation is such that the communication should not be irrelevant but relevant at all costs otherwise it would result in miscommunication. "What is communicated in Facebook conversations is interpreted against an immensely rich and varied canvas of a context that is not limited to the immediate context" Harju & Lillqvist (2018). Provided that followers and users are unaware of the deception of Facebook's manipulative statements, it remains a challenge for them to collectively resist manipulation.

Because the relevance maxim has a single sub-maxim stating that interactants must always be relevant in a given dialogue, Grice, (1975) asserts that the word 'relation' would therefore, refer to the relation of the utterance and the general context. The connection between Grice's relation maxim is closely connected with Sperber and Wilson's theory of relevance making it become closely intertwined to Grice's Relation Maxim as an improved version. It is an explanation of behaviors realized in conversation in terms of information provided during each turn in a conversation. As a result, Grice (1975) postulates that when interlocutors are engaged in a conversation it is assumed to be relevant.

2. Methodology

This section includes research design, data collection instruments, participants/samples, procedure of data collection, and data analysis. This study adopted a qualitative method approach confined to a case study to analyze extracted Facebook statements and comments. The focus of the study was to spot if the comments failed to observe the relation maxim rule. This made it possible to answer the stated research questions on what linguistically manipulative statements were realized in Grice's relation maxim on Hoatiti's Facebook page comments and also the violation and flouting of the relation Maxim as realized on Hoatiti statements and comments that could cause misinterpretations.

2.1 Paradigm

This research is premised on hermeneutics as an interpretivist qualitative paradigm to offer a profound comprehension of how and why politicians manipulate Grice's Relevance Maxim in their statements and comments. It places a strong emphasis on understanding the context in which conversations occur to understand why the maxim is manipulated. When applied to political talk, it assists in understanding how political conversations are deliberately manipulated.

2.2 Sample

The study comprised Facebook extracted statements and comments from the Hoatiti political group page using a purposive-convenience sampling with intentionally selected content that allowed turn-taking in the political discourse identified. The small sample size of statements and comments from the Hoatiti group page statements **n=3** and comments **n=15** (3x5) allowed for interaction between the writers and the readers. However, the researcher was cognisant of the fact that the selection of a small sample could impact negatively on the generalizability of the population in terms of sampling bias and sampling error. To overcome or address the challenges of using small sample sizes the Facebook text ought to be selected deliberately to replicate political talk that is crucial to the study and as a result, it can strengthen the representativeness of a small sample. This mitigated the limitations of the small sample but still supplied significant and reliable insights. Data was later analyzed thematically through inductive thematic analysis procedures and the comments and statements were later translated into English as indicated in Table 1 below.

Table 1. Extracted Statements and comments from Hoatiti Facebook page for analysis

Extract 1	Extract 2	Extract 3
Post: BREAKING NEWS: Prime Minister oa itokolla. #MapholiFM. *(BREAKING NEWS: The Prime Minister Resigns. #MapholiFM).*	**Post:** Taba ea hore Mokhothu e tla ba Tona Kholo ke leshano le tsoileng matsoho. *Information on Mokhothu becoming the Pime Minister one day is a lie.*	**Post:** Happy Birthday ho Moetapele oa DC among fela Ntate Mokhothu. *Happy Birthday to Democratic Congress's only leader Mr Mokhothu.*
Comment 1 Tlo bone comment ea Libuseng. **Come and see Libuseng's comment.** *Comment 2* U sure u ntso batla re supporte taba ea hore u fuoe license. **Are you sure you need our support to get a license.** *Comment 3* Yes, ke e bone tona kholo ea Hait. **Yes, I saw Hait's President.** *Comment 4* Lenyora**. Thirst** *Comment 5* Motho ea sebeletsang ho flop license hakaalo. **A person who so much want to jeopardise his chances of getting a license.**	*Comment 1* Seshabo sena ha se batle o se jelle ruri, ha se senye ka maleng fela!! (canvassing beans). **This food does not need to be eaten frequently it can destroy your abdomen.** *Comment 2* Joale ke phoso ha fana ka linaoa*?* **Is it wrong to give out beans?** *Comment 3* Moloi ke uena. **You are a witch/wizard.** *Comment 4* Ke ea kholoa mmau o nyonyela leshano. *I trust your mother despises for lies.* *Comment 5* U tsoa kae? *Where are you from?*	*Comment 1* Mokhothu o ntsa phela? **Is Mokhothu still alive?** *Comment 2* Banna! Le ea hola lesholu la Molimo. **Man! God's thief is aging**. *Comment 3* Le Matekane oa hola haufinyane. **Matekane will also be celebrating his birthday soon.** *Comment 4* Joale re etseng ha a hola? **What do you expect us to do with his birthday?** *Comment 5* Re molakaletsa mahlohonolo le Bophelo bo botle. *We wish him all the blessing and a healthy life.*

Relevance Criteria

Off-topic responses

Personal attacks

Emotionally charged rhetoric does not contribute to the discussion.

Data Collection

Manual Coding: The author reviewed every *n=15* comment under the three statements/posts to categorize them as relevant, irrelevant, or partially relevant.

2.1 Ethical Consideration

For ethical considerations, informed consent was issued to the Hoatiti Facebook group to use the statements and comments from its wall to extract data for the study. Permission was granted stipulating the type of information to be used and the purpose of the study. Hence permission was granted through a letter. Issues of anonymity were also clearly stipulated in the consent forms that the names and identities of the users were to be protected and the study would not mention their names but assign codes where necessary to their responses.

Data Validation: To ensure data validation the study's findings about adherence to the Maxim of Relevance in political discussions on Facebook are deemed *accurate* and *reliable* through the following;

Confirmation Bias: The researchers' own political biases or preferences did not influence the categorization of responses as relevant or irrelevant.

Selection Bias: Ensured that the posts and comments selection for the study represented a balanced cross-section of political views and opinions rather than skewing toward one side of the political range.

Contextual consideration: The author considered examining how emotional language or framing of the post could influence the relevance of responses, as a result, it was considered when validating whether a response was truly off-topic or if it was addressing an emotional subtext.

3. Results

This section indicates whether the maxim of relation maxims have been observed or not in the comments and statements. The following Extract has a total of 5 comments responding to the extracted statement. Irrelevance of statements between interlocutors is realized when used to introduce an irrelevant piece of information that distracts both the reader and listener. This could be intentional or unintentional. As a result, the misconceptions committed on Hoatiti seem to be intentionally committed to influence and mislead others. Therefore, further findings revealed Hoatiti Facebook group users' tendency to divert away from the topics under discussion by introducing irrelevant topics within a dialogue by distracting other readers away from the original conversation through red herring fallacies. This happens when an unfavorable topic is introduced, and the readers attack the writer rather than addressing the problem itself, making the statement ad hominem.

These violations of the relevance maxim are realized through fallacies of relevance as they concern statements that seem relevant although they are not but are used to distract interlocutors from the discussion. They are categorized as formal and informal fallacies that include logical, red herring, and ad-hominem fallacies, tangential arguments, and personal attacks discussed next.

3.1 Red Herring Fallacy

Findings revealed followers respond irrelevant to the posted statement in order to divert attention away from the main posted statement. It can be assumed that the goal of the followers is to distract and mislead other followers or readers to lose focus from what has been originally posted on Facebook. For example, in Extract 3 above the writer wishes the Democratic Congress (DC) leader a happy birthday but from the responses, most of the comments seem to be deviating from the statement but coming up with other issues such as if he is still alive and personally attacking the political leader.

The implication is that the reader or follower intentionally avoids the topic by diverting the discussion to something irrelevant to what has been stated sometimes because they feel uncomfortable with the topic, or they want to manipulate the conversation by using a strategy to mislead others by diverting attention in a different direction.

3.2 Ad-Hominem Fallacy

Hoatiti Posted Facebook political statements are also realised to personally attack the writer which is regarded as an ad-hominem fallacy. This happens when the comments attack the attribute of the person posting the statement. For example, Extract 2 states that DC shall never rule even in the next life. The responses do not comment on the Breaking news but instead personally attack the writer or poster to the point of insulting the person.

All three comments responding to the statement, have violated, flouted, and failed to observe the maxim of relation. From the above-mentioned extract, readers commenting on the statement fail to observe the relevance maxim. The comments are mostly violated and flouted through sarcastic responses that are disguised as humor. Writers violate the maxim of relevance by implying some facts as important when they are not (Betti, 2020). The writers responding in the comments are swaying the conversation by not denying what is being uttered but deciding to talk about irrelevant issues such as when the political leader canvassed with soya beans. The irrelevance in the statements was also realized when some statements asked whether the person was a witch or where it asks where the writer came from.

The Facebook writers through their comments from the above statements switch the conversation as realized from Extract 3 fail to observe the maxim of relation by not sticking to what is relevant in a conversation. If the Democratic Congress (DC) Political leader is being given well wishes for his birthday and the comments from other writers state a completely different response regarding the utterance by mentioning that he is a thief, asking whether he is still alive or "why care if it is his birthday". As a result, readers easily divert other readers' attention away from the original discussion topic or avoid responding to the topic or question stated. The relevance maxim requires the Writer and reader to be relevant to the context and situation in which the utterance occurs (Thomas 1995). The responses from the conversation should not say much more than the utterance requires. Meaning, the responses in a dialogue should not be irrelevant to what is being discussed.

3.3 Tangential Fallacy

The findings also revealed a disconnection from the discussion. The comments were mostly irrelevant from all three extracts as they had no bearing on the topic posted. The conversation goes off from one direction and does not link or connect. As a result, it causes other followers or readers to feel tangential and not relevant to the conversation. It starts with a certain topic and then gets sidetracked to go on a tangent. For example, in Extract 1, the writer states that the Prime Minister resigns from government and the responses or comments deviate from the topic by indicating different issues from the topic (see Extract 1 comments under table 1). It can be assumed to be a communication disorder in which readers and followers lack focus by never returning to the preliminary topic.

The assumption is that Hoatiti Facebook followers and readers reroute or divert the discussion to attract a larger audience or even confuse others involved in the conversation by introducing vague statements just in the middle of a discussion to sway away from the original topic. However, findings also revealed that it is not always the case that people who commit fallacies always intend to manipulate others. Sometimes, it is done without realizing it, and it can sometimes be acceptable to change the subject or topic. It is suggested that interlocutors critically assess and evaluate Facebook statements and their arguments to respond thoughtfully to avoid being irrelevant.

4. Discussion

The focus of this study lies in the application of Sperber and Wilson's Relevance Theory to analyze linguistic manipulation in political statements and Facebook political comments. Findings from the statements revealed that the relevance maxim was not observed as interlocutors seemed to alter and manipulate the topics of the conversation intentionally or unintentionally involving the strategic use of language to shape public opinion, persuade followers, and influence political discourse. Therefore, in the context of Sperber and Wilson's Relevance Theory adopted by the study, (which posits that communication is guided by the principle of achieving maximum cognitive relevance with minimal processing effort), political leaders and those who comment on posts often violate the maxim of relevance to achieve explicit rhetorical efforts. Hence, the statements and comments on Hoatiti's Facebook page are often irrelevant depending on what the topic is about. The statements are linguistically manipulated by readers and users to reflect irrelevant responses by followers and other readers from the topic at hand. Political language is a powerful tool for shaping public opinion and violations of the maxim therefore play a vital role in linguistic manipulation through ambiguity, implicature, and politicians' framing of how messages should be processed and understood by the followers or commenters. Thus, political linguistic manipulation is realized to occur through intentional relevance maxim violation where writers provide ambiguous and misleading or sometimes emotionally charged statements that serve strategic purposes that are realized in shaping ideological frames that trigger emotional responses. Therefore, strategies identified included ambiguity, elusiveness, sarcasm, and mockery presupposition, implicature, as strategies used to shape public opinion and influence political discourse on the Hoatiti Facebook political group page.

4.1 Ambiguity and Elusiveness

Statements from Hoatiti are observed to use vague accounts without specifying their real meanings or intentions. For example, the comment that says *"come and see Libuseng"* violates optimal relevance as it lacks detailed information which gives diverse interpretations from the readers. It violates forces readers to infer the intended meaning based on their cognitive biases. Literature confirms any failure to observe the relevance maxim can be referred to as breaking it because it compels the reader involved in the conversation to seek implicatures since they could assume the cooperative principle to be operational (Grundy, 1995). When the relevance maxim is used intentionally in a discussion the responses arouse humor to avoid any discomfort brought by direct replies. This confirms Grundy's view that breaking the maxim of relevance is a prototypical way of conveying an indirect message.

The implication is that those in support of a certain leader or political party would lie or fend for them by ignoring some information shared by violating, flouting, or not observing (obscuring) the relevance maxim. It is, therefore, suggested that interlocutors engage in active listening by not letting their attention drift by staying attentive and focusing on the discussion. This can assist in the active processing of the response to be shared next by paraphrasing what others in a conversation have uttered.

4.2 Mockery and Sarcasm

Public discourse often includes satirical or mockery, especially in comments that often distort the post or statement for rhetorical effect. For example, the statement that reads, ***"This food does not need to be eaten frequently"*** is sarcastic and has a sense of mockery in it. The sarcasm forces the readers to process implicit meaning, violating the expectation of clear relevance while influencing opinion through mockery. The relevance maxim is flouted through the comments by conveying opposite meanings of what is being literally said in the statement. This is realized in the comments where it is done to produce a negative pragmatic effect that is sarcastic and ironic but disguised in humor. Humour is considered inappropriate for serious topics, and thus automatically considered irrelevant as an approach to weighty matters. Therefore, this failure to observe the relevance maxim is made to deceive the hearer, and therefore it is considered a flouting of the maxim of relation. This further corroborates with Betti, (2020) that flouting in a conversation may result in ironic understatement through irrelevant praises, (Betti, and AlFartoosy, 2019). Writers from Hoatiti intentionally flout the maxim for the reader to understand the implicatures underlined in the statements, i.e., the writer purposely wants the reader to look for the implicature or the implied meaning from the statement by not directly stating what he/she is saying in the statement. However, when writers sometimes flout a maxim, they are not intentionally trying to mislead the reader but want them to search for the meaning which they could fail to observe if they fail to connect the dots of the missing information.

When flouting a maxim, the writer intentionally manipulates the readers by wanting them to look for the conversational implicature, i.e., the meaning of the utterance not directly stated in the words uttered. Therefore, when the readers and followers intentionally fail to observe a maxim, the purpose may be to effectively communicate a message (Thomas 1995). Accordingly, if working under the cooperative principle the hearer will interpret the message and fill in the missing information relying on the context. For instance, in Extract 3 where the Democratic Congress (DC) leader is wished a happy birthday, the writer is not in any way misleading the readers of the information shared but it could be a reminder that the leader still exists and leading the DC party.

It could be concluded that the readers flout the maxim as realized through the comments they give or share on the Facebook wall by refuting to fill in the missing information from what is stated by the writer (that the leader is still so much active in the political space). The readers decide to flout the maxim by not filling up the missing communication by sarcastically replying with negative responses that do not connect or link with what has been earlier stated. The irrelevant responses could imply that the readers do not like the DC political leader, and they are not interested or were unaware of his existence at all. It is suggested that interlocutors consider the context in which an utterance occurs to ensure that the intended message is clearly understood.

4.3 Presupposition and Implicature

Sperber and Wilson's theory argues that communication is guided by the principle of achieving maximum cognitive relevance with minimal processing effort. However, the political statements on Hoatiti's Facebook page exploit or violate this principle to control meaning, shape perception and persuade followers and readers. The Relevance Theory suggests that each utterance must carry implicit assumptions (presuppositions) that the writer expects the reader to accept. In political discourse, these presuppositions play a vital role in manipulating perceptions that can trigger violence. When posting statements, the writers assume that the readers or followers of the page share the same worldview. For example, "***BREAKING NEWS: The Prime Minister Resigns. #MapholiFM***" the comments of the statements did not seem to be on the same level of information as the writer as all the responses responded differently from what has been posted because readers often assume the writer provides truthful and relevant information. This allows the writers to mislead and manipulate the readers without direct lies. This makes the opposing views seem immoral or illegitimate.

Hoatiti readers break the conversational guidelines by straying away from the topic under discussion and introducing unrelated content as realized in Extract 2. The threads from the readers are spammed with irrelevant comments which is seen to disrupt the discussion flow. The readers violate the maxim when they decide not to respond to what the statement intends to share. It could be concluded that they do not want to get involved in petty politics or they just do not feel like being part of a conversation of lies. It could also be concluded that they deviate from the relevancy of the topic in the statement because they have the personal information of the writer. It could also be that the readers

decided to suspend the maxim of relation because they understand that what is being said is not completely true or that there are things they ought not to respond to.

It is implied that interlocutors share irrelevant messages or off-topic responses for various reasons that include provocation to reactions or simply showing less engagement to the topic under discussion. It is, therefore, suggested that interlocutors consider context and feasible motives before they can draw conclusions on a particular topic.

5. Conclusion

This study examined the extent to which Facebook political followers adhered to Grice's Relevance Maxim as stated under the research questions while engaging with political statements, using Sperber and Wilson's Relevance Theory as a framework for analysis. The findings of this study revealed that political dialogues on Facebook often diverge from the expected optimal relevance, influenced by various cognitive, ideological, and rhetorical factors. Comments to the statements posted often introduce unrelated arguments, personal attacks, and or exaggerated emotional appeals deviating from the original statement or post. It has been realized that some relevance violations occur intentionally as the readers employ sarcasm, mockery satire, and exaggeration to critique political leaders and political parties while others are unintentional where messages are misinterpreted from the original statements due to cognitive biases or ideological framing.

However, while Facebook political followers often violate the relevance maxim, their interactions remain relevant within their ideological framework. This implies that political relevance on Facebook is subjective and is shaped more by persuasion and rhetorical strategies than by adherence to conversational principles. Understanding these violations is important for analyzing how political communication evolves around digital spaces and how language is strategically used to manipulate public opinion and views.

5.1 Limitations of The Study

Data was analyzed according to Grice's relation maxim to categorize occurrences of failure to observe the maxim. Not all statements or comments could be included in the analysis because if they had, there analysis would have taken too much time to complete though the results would have been more reliable. Nonetheless, only three statements with five comments each were considered sufficient to produce interesting results. Validity was regarded to measure the intended aim of the study and also perceived as producing an honest, in-depth, and rich scope of the data attained from this particular research (Cohen, Manion, and Morrison, 2011). However, this study was very subjective in terms of judgment of violations and flouting of the maxim negatively influencing validity in some way. If the study could be replicated, the outcomes of the results could slightly differ.

5.2 Recommendations

It is therefore recommended that for interlocutors to stay informed about a topic they must critically evaluate the statements before responding to contribute and give meaningful insights to the conversations. This can be achieved through literacy campaigns to teach followers the importance of relevance in online political conversations and how they productively engage in such conversations.

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The back translation from connotative into denotative words and phrases: English-Indonesian translation

Gunawan Tambunsaribu[1], Enrico Al Israel Hattalaibessy[2]

Universitas Kristen Indonesia[1,2]
email: gunawan.tambunsaribu@uki.ac.id[1]

Abstract - This study investigates the use of connotative words and phrases in the novel *Raumanen* and aims to translate them into their denotative equivalents. It further examines whether the translated (target) text retains the original meaning of the source text. Data were collected from the novel *Raumanen*, and the research employed a descriptive qualitative method. The steps included: (a) identifying connotative words and phrases in the source language, (b) re-translating them using denotative expressions, and (c) comparing the meanings between the original translator's version and the researchers' re-translation. The findings indicate that translating connotative expressions into denotative language often results in unnatural phrasing and ambiguous meaning in the target text.

Keywords: Connotative Meaning, Denotative Meaning, Translation

1. Introduction

Translation is defined as the process of converting the meaning of a written message from one language to another. Translation is commonly understood as transferring meaning from one language to another, with the resulting text typically expected to maintain equivalence with the original. Beyond this basic definition, translation also involves deriving a target text from a source—whether verbal or non-verbal—producing a new expression in a different language, medium, or semiotic system, while preserving a relevant similarity shaped by the intended purpose or *skopos* of the translation (Li, 2024); (Dam & Zethsen, 2024). It involves a clear and accurate rendering of content from one language into another, maintaining the essence of the original message (Iordan, 2021). Translation is a process of transferring meaning from one language (source language) to another language known as the target language (Catford, 1965); (Newmark P. , 1988). Translation can be defined as reproducing words, phrases, or sentences in the TL to convey the message of the SL. In doing translation, we convert the meaning of a written message (text) from one language to another. The translator should not only focus on the proper grammatical structure, but the main focus when translating text is the understanding of the readers who will see the text, so that they can understand exactly the message as in the SL (Nida & Taber, 1974). Translation should be as natural as possible; therefore, the best translation shouldn't sound like a translation. The book titled Meaning-Based Translation, provided a diagram regarding the process of translation. There are three steps in the translation process. Firstly, the translator should discover the meaning of the SL text. In other words, the translator analyzes it to gain an understanding from the perspective of semantics. Secondly, the translator transfers the meaning from SL to TL by choosing proper words so that the message is well conveyed. After that, the translation is reconstructed to the appropriate lexicon and grammar in the TL and its culture. Finally, the translation is done with a good result (Larson, 1984).

Translation Studies is an international, interdisciplinary academic field concerned with the theory and practice of translation and interpreting. It encompasses theoretical, empirical, and pedagogical approaches to develop principles to explain and anticipate the linguistic, cognitive, cultural, and ideological dynamics involved in translation across diverse sociocultural contexts. Originating from linguistics and comparative literature, the discipline has expanded to explore translation processes, outcomes, and agents through various cultural, historical, and social lenses, drawing on methods from multiple research fields (Oxford Bibliographies, 2021).

The role of translation in global communication is pivotal in fostering cross-cultural understanding by bridging linguistic and cultural divides. Translation is a fundamental pillar of global diplomacy and international relations, facilitating communication, resolving conflicts, and promoting mutual understanding across linguistic and cultural divides (Shahmerdanova, 2025). Similarly, Fois examines how translation in English Language Teaching (ELT) supports the development of intercultural competence, enhancing communicative skills and cultural awareness among language learners (Fois, 2020). Adil explores translation's role in communicative language teaching, noting its effectiveness in developing students' communicative abilities when tailored to proficiency levels (Adil, 2020). The advent of digital platforms has further transformed translation by facilitating multilingual communication and cross-cultural exchange, although challenges such as machine translation and social media have emerged (Achilov & Sodiqova, 2024).

To maintain the translation result sounds natural, a translator has to understand well both language structures, the source language text structure, and the target text structure. The change in the structure is mostly well-known as a shifting in translation (Ondok & Tambunsaribu, 2020). To retain the same meaning between the source text and the target text, a translator also has to comprehend the kind of text or the field of study of the text (Tambunsaribu, 2020). For example, a science study text is very different from a social studies text. In translating different kinds of text, a translator uses different techniques in the translation process. Tambunsaribu stated that in translating a Psychology textbook, he encountered several difficulties in finding the equivalent words in Bahasa Indonesia as his first language. Since it is hard for some people to understand other languages, they need the translation of any text they are reading to fulfill their understand of the foreign language text (Tambunsaribu G. , 2023). Some text sometimes contains idioms and figurative language, such as personification and metaphors, which are hard to understand if someone translates them literally (Sitanggang & Tambunsaribu, 2023). For instance, idioms cannot be translated literally because they have their whole meaning, not based on word-for-word translation. If we translate an idiom word-for-word, the target text will have an ambiguous meaning, or the meaning of the source text will be distorted in the target text (Galingging & Tambunsaribu, 2021). According to Newmark, semantic translation is employed as a way to translate a text in its connotations

to be more complex and detailed. From the point of view of linguistics and translation, semantic translation tends to transfer the meaning to convey an informative message (Newmark, 1981).

The different structure between the source language text (SLT) and the target language text (TLT) requires a translator to try as best he can to retain the best translation results. Thus, all the best efforts must be made by a translator to make sure that the target text does not sound unnatural because they tend to translate literally (without changing the structure of the target text), which leads to a misunderstanding of the text readers. According to (Munday, Pinto, & Blakesley, 2022), a translation shift is a linguistic change occurring in the translation of the source text to the target text. Catford introduced a translation shift, and he divided translation shift into two categories, namely level shift and category shift (Catford, 1965). A word or phrase may have more than one meaning. The actual meaning is called the denotative meaning, and the secondary meaning is called the connotative meaning. His study aims to help readers understand how semantic translation works in differentiating the translation of connotative meaning and the translation of denotative meaning. According to Leech, there are seven types of meanings. They are denotative meaning, connotative meaning, stylistic meaning, affective meaning, reflected meaning, and in the background, the authors need to argue collocative meaning and thematic meaning. Because of limitations, the researchers only analyze two meanings, which are denotative and connotative. Denotative meaning, which can be called conceptual meaning, is the exact meaning that is what people know in general because it refers to the first meaning. Connotative meaning is the meaning that impacts the readers because connotative meaning has an implied meaning that can be interpreted differently by every individual (Leech, 1981). Newmark stated that the semantic translation approach tends to make the meaning of a text more specific (Newmark, 1981). It helps the reader to understand the primary meaning rather than other kinds of meanings. As the research attempts to find a denotative meaning from the English version of *Raumanen*, which contains a connotative meaning, the researchers employed the semantic translation theory to find out the denotative meaning. In this research, the researchers want to present the translation result from connotative into denotative words and phrases. The researchers want the readers to see whether the translation result (the target text) still contains the same meaning as the source text.

There are many benefits in analyzing the translation of literary works such as novels and poems. The translators will have the importance of a holistic approach in analyzing novel translations, considering factors such as genetic, objective, and affective aspects. By examining the equivalence of meaning and style, translators can enhance their understanding of translation quality and its impact on readers (Masduki, 2020). The readers will find some challenges faced by translators when rendering novels, particularly issues related to figurative language and idiomatic expressions (Hartono, 2017). The readers will know the role of translation in bridging cultural gaps and promoting mutual understanding, emphasizing its importance in global discourse (Wang, 2020). The readers will know that both extratextual and intertextual factors aid translators in comprehending the source text's nuances. The readers will understand why it is crucial for producing accurate and culturally appropriate translations, thereby enhancing the reader's experience (Seresová & Breveníková, 2019). The translators will have some techniques that can enhance the translation's accuracy and readability, providing insights into effective translation practices (Poyungi, Nababan, & Santosa, 2021).

There are some reasons why this novel is a well-known and one of the best novels to read for readers. First, *Raumanen* is recognized as one of the finest literary works of 1975 by an Indonesian female author. The novel tells the story of a woman who becomes a victim of patriarchy, cultural expectations, and rigid social norms. Set in the early years of Indonesia's independence, it follows *Raumanen*, a law student and activist, who becomes emotionally involved with Monang—a man deeply bound by traditional values. Second, *Raumanen* is not merely a romance novel but a literary work that addresses issues of ethnicity, religion, and identity. The novel delves into the complexities of love and societal expectations, providing a nuanced portrayal of the challenges faced by the characters. *Raumanen* is a narrative novel that tells the readers about a brave and beautiful Minahasa woman who succumbs to Hamonangan, a Batak man known for his charm and eloquence. Third, this novel contained the issues of race and ethnicity that were prevalent in the 1970s and continue to persist in Indonesia. The novel addresses themes of free association and the consequences of cultural and familial expectations, which remain relevant today. Fourth, the *Raumanen* portrayed the archetypal Sumatra man from the 1960s. It provided a fresh perspective on norms, customs, and male cowardice. The novel depicted the relationships mirror those of the previous generation, offering a glimpse into the societal dynamics of that era in Indonesia.

In conclusion, *Raumanen* stands out as one of the most compelling and enduring novels in Indonesian literature due to its rich exploration of social, cultural, and gender issues. Through its

portrayal of a strong female protagonist and her struggles within a patriarchal society, the novel captures the complexities of love, identity, and tradition. Its themes of ethnicity, religion, and societal expectations remain deeply relevant to contemporary readers, offering both historical insight and emotional depth. The novel's multifaceted narrative and bold social commentary continue to resonate across generations, making *Raumanen* a powerful and essential read.

As the researchers mentioned in the background of the study, the research problems are a) what are the English connotative words and phrases found in *Raumanen*? and b) what is the effect on the translation result if the connotative words and phrases of the source language text (English) are translated using denotative words and phrases in the target text (Indonesian)? Due to the problems mentioned above, this research has two main purposes, namely a) to find out the English connotative words and phrases that the translator of *Raumanen* novel chose to use in his translation; and b) to find out whether the translation result (the target text) still contains the same meaning as the source text after the *researchers* translated the connotative into denotative words and phrases in the target text. This research is intended to enrich the readers' knowledge about denotative and connotative words and phrases used in the translation of a novel entitled *Raumanen*. For the students majoring in the translation field, this research is beneficial in enriching their knowledge on how to translate literary work using connotative words or phrases to attract the readers' interest. This research also gives deeper knowledge for translators to have better choices whether to choose connotative meaning or denotative meaning while they are translating any kind of literary work. The researchers analyzed the words and phrases containing connotative meaning in the *Raumanen* English version and transferred the connotative meaning into denotative meaning in Indonesian as the target text. *Raumanen* was written by Marianne Kantoppo, an Indonesian novelist. The novel talks about a Manadonese girl and a Bataknese guy who fall in love with each other, but the guy's parents do not support their relationship. This novel is translated from Indonesian into English by Isla Winarto. She is an Australian who graduated from the University of Sydney, majoring in Indonesian language and literature (Katoppo, 2015).

Back translation is a crucial quality assurance method in translation, offering numerous benefits that enhance the accuracy and effectiveness of the translation process. It helps ensure the translated text reflects the original meaning by identifying discrepancies, which is especially important in legal and medical translations (Salourou, 2024). A high-quality translation is one in which the message embodied in the source text is transferred completely into the target text, including denotation, connotation, nuance, and style, and the target text is written in the target language using correct grammar and word order, to produce a culturally appropriate text that, in most cases, reads as if originally written by a native speaker of the target language for readers in the target culture (Koby, Fields, Hague, Lommel, & Melby, 2014). Additionally, it validates the cultural appropriateness of the translation and ensures that cultural nuances and idiomatic expressions are preserved. Back translation also uncovers ambiguities, involves monolingual stakeholders in the validation process, and generates documentation for legal and regulatory compliance (Stoltz). Furthermore, it supports the evaluation of creative translations, enhances collaboration among translators, and mitigates risks in sensitive content. back translation is "a commonly used quality assessment tool in cross cultural research," involving (a) translating the original into the target language, (b) translating that version back into the source language, and (c) comparing back-translation with the original to ensure no discrepancies, as accuracy in the back translation reflects the quality of the forward translation (Coline et al., 2016).

2. Method

The present study employed a descriptive qualitative method, which emphasizes the analysis of textual data to explore meaning without relying on numerical representation (Creswell, 1994). The source of the data was the bilingual versions (Indonesian and English) of the novel *Raumanen*, with the Indonesian version serving as the source text (SL) and the English translation by Isla Winarto as the target text (TL1). Additionally, a back-translation conducted by the researchers (TL2) was used for comparison. To collect the data, the researchers systematically selected 34 Indonesian words and phrases from the original novel that contained connotative meanings. These were then compared to their English translations in TL1 and further translated into denotative meanings by the researchers themselves in TL2. The data analysis involved a comparative semantic analysis between the SL, TL1, and TL2, focusing on how connotative expressions were rendered in the English version and how the literal, denotative back-translations influenced meaning. Through this process, the study revealed that while the original translator maintained connotative richness, the researchers' denotative back-translations often led to awkward or ambiguous meanings, highlighting the importance of semantic equivalence and cultural

nuance in literary translation. The researchers focused on identifying and interpreting connotative and denotative meanings of words and phrases found in the English translation of the Indonesian novel *Raumanen*. Data were collected from the original novel and analyzed through three main steps: selecting Indonesian words and phrases with connotative meanings, comparing them with their English equivalents, and translating them into their denotative meanings for comparison. This study specifically examines only two types of meanings—connotative and denotative—excluding other semantic categories such as stylistic, affective, reflected, collocative, and thematic meanings (Leech, 1981). Unlike previous studies by Hartina (Hartina, 2017) and Novitasari (Novitasari, 2018), which also analyzed connotative and denotative meanings but did not incorporate back-translation, this research includes a back-translation component to highlight shifts in meaning and naturalness between translations. The denotative translations were carried out by the researchers themselves to better analyze the semantic differences and translation effects.

3. Results and Discussion

Results

There are 34 Indonesian words and phrases containing connotations found in the original novel (Bahasa Indonesia). No translation words or phrases use denotative meaning in the translation version (English). In the *Raumanen* English version translated by Isla Winarto, the 34 words and phrases containing connotative were translated into connotative meaning. Below, the researchers will explain the 15 points containing connotations in the English version (translated by Isla Winarto), and it also shows the denotative meaning in the back translation (translated by the researchers).

Table 1. Data Containing Connotative Meaning and its Back-Translation into Denotative Meaning

No.	SL (Indonesian)	TL (English) Translated by Isla Winarto	TL (English) Translated by the Researchers
1	*Tugas apa yang akan diberikannya kepada pemuda yang berdiri di mukanya?* (Chapter 32/ Paragraph 2/ Line 8)	What task would she set for the young student standing in front of her? (Chapter 24/ Paragraph 6/ Line 21)	What task would she set for the young student standing on her face?
2	*Dan ia agak kesal karena gadis yang berkulit langsep itu begitu mahal dengan tanda tangannya.* (Chapter 33/ Paragraph 1/ Line 2)	And he was annoyed as it had been very difficult to obtain the signature of this fair-skinned young woman. (Chapter 25/ Paragraph 4/ Line 16)	And he was annoyed as this fair-skinned young woman and her expensive signature.
3	*Orang Tuamu begitu luas pandangannya, begitu lapang hatinya.* (Chapter 39/ Paragraph 1/ Line 8)	Your parents are so broad-minded and so open-hearted. (Chapter 30/ Paragraph 3/ Line 11)	Your parents are so broad-sighted and so open-hearted.
4	*Aku merasa mendapat durian runtuh.* (Chapter 40 / Paragraph 2/ Line 9)	I thought I'd struck the jackpot. (Chapter 31/ Paragraph 2/ Line 4)	I thought I'd get a fallen durian.
5	*Dan dalam hati kecilnya hingga kini selalu dibanggakannya bahwa ia, Raumanen Rumokoi, luput menjadi mangsa dari keliaran Monang itu.* (Chapter 42/ Paragraph 1/ Line 2)	And deep within her, she had felt a sense of pride that she, *Raumanen* Rumokoi, had managed to avoid becoming a prey of Monang's wild ways. (Chapter 32/ Paragraph 3/ Line 15)	And inside her tiny heart, she had felt a sense of pride that she, *Raumanen* Rumokoi, had managed to avoid becoming prey of Monang's wild ways.
6	*Direbahkannya rajanya.* (Chapter 43/ Paragraph 1/ Line 2)	He knocked his king down. (Chapter 33/ Paragraph 4/ Line 13)	He laid his king down.

7	*Zaman sekarang seorang wanita sebaiknya dapat berdiri sendiri.* (Chapter 43/ Paragraph 2/ Line 7)	These days women should be independent. (Chapter 33/ Paragraph 5/ Line 18)	These days, women should stand alone.
8	*Kalau tidak tunduk pada hukum adat, mereka takkan dianggap.* (Chapter 44/ Paragraph 3/ Line 13)	If they did not adhere to customary law, they would be considered outcasts. (Chapter 34/ Paragraph 7/ Line 28)	If they did not bend down to customary law, they would be considered outcasts.
9	*Namun, Manen, yang memang selalu senang menghadiri pesta-pesta itu, tak pernah berdansa.* (Chapter 52/ Paragraph 1/ Line 3)	But Manen, who'd always liked going to those parties, never danced. (Chapter 40/ Paragraph 1/ Line 3)	But Manen, who was always happy going to those parties, never danced.
10	*Akan tetapi, kadang-kadang Manen terpaksa menelan perkataannya yang begitu gegabah.* (Chapter 53/ Paragraph 8/ Line 26)	Occasionally, however, Manen had to eat her rash words. (Chapter 41/ Paragraph 4/ Line 11)	Occasionally, however, Manen had to swallow her rash words.
11	*Keke, pacarmu itu sudah sinting!* (Chapter 54/ Paragraph 2/ Line 7)	Keke, your boyfriend's mad! (Chapter 41/ Paragraph 5/ Line 17)	Keke, your boyfriend's crazy!
12	*Sedangkan si tolol yang baru pulang dari Rusia rupanya lupa daratan ketika dibawanya Ewa ke Pantai Merak pada bulan purnama.* (Chapter 59/ Paragraph 5/ Line 17)	That stupid guy who'd just returned from Rusia lost his sense when he took Ewa to Merak beach during the full moon. (Chapter 45/ Paragraph 6/ Line 24)	That stupid guy who'd just returned from Rusia forgot the land when he took Ewa to Merak beach during the full moon
13	*Sebetulnya Manen menjadi mangsa yang begitu empuk bagi Monang.* (Chapter 60/ Paragraph 1/ Line 1)	Manen was actually easy prey for Monang. (Chapter 46/ Paragraph 1/ Line 1)	Manen was soft prey for Monang.
14	*Tempo apa tanggal mainnya?* (Chapter 63/ Paragraph 4/ Line 22)	So when's the big day? (Chapter 48/ Paragraph 6/ Line 25)	So, when's the date to play?
15	*Adik-adik Monang, Miri dan Ria, mengawasi semua itu dengan mata besar, heran.* (Chapter 64/ Paragraph 2/ Line 4)	Monang's sisters, Miri and Ria, watch this scene, bright-eyed with amazement. (Chapter 48/ Paragraph 8/ Line 28)	Monang's sisters, Miri and Ria, watch this scene, big-eyed with amazement.

The data presented in this study highlights the nuanced use of connotative language in *Raumanen* and the complexities involved in translating such expressions. The analysis reveals that the English version translated by Isla Winarto maintains the connotative meanings from the original Indonesian text, demonstrating a deliberate effort to preserve the novel's emotive and cultural depth. However, the back-translations into denotative meanings conducted by the researchers show how the literal interpretation of these expressions can lead to awkward, ambiguous, or less impactful renderings. This comparison underscores the importance of understanding cultural context and figurative language in literary translation, reinforcing the idea that a faithful translation goes beyond linguistic accuracy to convey tone, emotion, and intent. Ultimately, the findings illustrate that analyzing the translation of connotative expressions is essential in evaluating the quality and effectiveness of literary translations.

Here is the analysis of the fifteen data points above.
Data 1
SL: "*Tugas apa yang akan diberikannya kepada pemuda yang berdiri **di mukanya**?*"
TL1 (Connotation): "What task would she set for the young student standing **in front of her**?"
TL2 (Denotation): "What task would she set for the young student standing **on her face**?"

The phrase '*di mukanya*' contains a connotative meaning, which is 'in front of.' It's because the speaker talked about someone who was standing in front of her and would get a task. For that reason, the English translation of '*di mukanya*' is 'in front of her.' The phrase '*di mukanya*' has a denotative meaning, which is 'on someone's face' in English. The preposition on shows that something is on top of another thing. In this case, the young student was standing 'on her face'. She didn't give the task on her face, therefore, the translator didn't choose the phrase 'on her face' as the translation of '*di mukanya*.' The target text in TL2 does not sound natural in English, and the meaning is ambiguous.

Data 2
SL: "*Dan ia agak kesal karena gadis yang berkulit langsep itu **begitu mahal dengan tanda tangannya**.*"
TL1 (Connotation): "And he was annoyed as **it had been very difficult to obtain the signature** of this fair-skinned young woman."
TL2 (Denotation): "And he was annoyed as this fair-skinned young woman and her **expensive signature.**"

Looking at the connotative meaning, she believed that getting her signature needed more effort. The translator translated the Indonesian phrase "*begitu mahal dengan tanda tangannya*" into the English sentence as the translation 'It had been very difficult to obtain the signature.' The meaning is still the same, even though the translator did not use the same words. In denotative meaning, this phrase contains the meaning of charging a high price to get her signature. The girl who believed her signature was expensive would not give her signature unless she was paid a high price. It is how denotative meaning works, the words look the same in real situations, thus the translator didn't translate it into a phrase that contains denotative meaning. The target text in TL2 does not sound natural in English, and the meaning is ambiguous.

Data 3
SL: "*Orang Tuamu begitu **luas pandangannya**, begitu **lapang hatinya**.*"
TL1 (Connotation): "Your parents are so **broad-minded** and so **open-hearted**."
TL2 (Denotation): "Your parents are so **broad-sighted** and so **open-hearted**."

The researchers found a phrase containing a connotative meaning in this data. The phrase "*luas pandangnya*" is an Indonesian phrase that means the parents have a mind to accept the opinions, beliefs, and behavior of other people. In English, it would be 'broad-minded' in terms of connotative meaning. In terms of denotative meaning, the Indonesian phrase "*luas pandangannya*" if translated to English, would be 'broad-sighted'. The word "*pandangan*" means sight in English. The suffix "*nya*" in the phrase "*pandangannya*" refers to a possessive pronoun of the parents. The translator seemed to agree with the translation of "*pandangan*" as minded instead of sighted. The word "*broad-sighted*" in TL2 does not sound natural in English, and the meaning is ambiguous.

Data 4
SL: "*Aku merasa mendapat **durian runtuh**.*"
TL1 (Connotation): "I thought I'd **struck the jackpot**."
TL2 (Denotation): "I thought I'd get **a fallen durian**."

The phrase "*durian runtuh*" contains a connotative meaning which means to get an unexpected luck. While in English it would be 'to strike the jackpot'. As a connotative meaning needs adjustment between the words and their meanings, the translator chose the phrase 'to strike the jackpot' for its meaning is close to the Indonesian phrase "*durian runtuh*". On the other hand, the phrase also contains a denotative meaning which in English would be 'a fallen durian'. It is because the word "*runtuh*" means to fall in English, and "*durian*" is also an English word. Overall, the English translation of '*durian runtuh*' in terms of the denotative meaning is 'a fallen durian'. The translator believed that the SL wasn't about the real durian, so she didn't choose the phrase 'a fallen durian.' The translation result in the TL2 does not sound natural in English, and the meaning is distorted.

Data 5
SL: "*Dan **dalam hati kecilnya** hingga kini selalu dibanggakannya bahwa ia, Raumanen Rumokoi, luput menjadi mangsa dari keliaran Monang itu.*"

TL1 (Connotation): "And **deep within her**, she had felt a sense of pride that she, *Raumanen* Rumokoi, had managed to avoid becoming a prey of Monang's wild ways."
TL2 (Denotation): "And **inside her tiny heart**, she had felt a sense of pride that she, *Raumanen* Rumokoi, had managed to avoid becoming a prey of Monang's wild ways."

The phrase "*dalam hati kecilnya*" contains a connotative meaning, and it can be defined as what she feels. The connotative meaning of the English translation of "*dalam hati kecilnya*" is 'deep within her.' It's because she considers something which only she can understand; therefore, the translator chose 'deep within her' when translating "*dalam hati kecilnya*". While in denotative meaning, '*dalam hati kecilnya*' in English would be 'inside her tiny heart.' The word inside is used as the preposition of where her tiny heart is. 'Heart' as a noun refers to her internal organ, and the word "tiny" represents the size of her heart. The translator did not choose that phrase in terms of denotative meaning because it was not about the real heart. The phrase "tiny heart" in English (in TL2) is not natural, and the meaning is ambiguous.

Data 6
SL: "***Direbahkan**nya rajanya.*"
TL1 (Connotation): "He **knocked** his king **down**."
TL2 (Denotation): "He **laid** his king **down.**"

The word "*direbahkan*" comes from the root "*rebah*" which in English, in terms of connotative meaning, is 'to knock down.' In the context of the story, it was about beating someone when playing chess. For that reason, the translator translated the word "*direbahkan*" into the phrasal verb 'knocked down' due to getting beaten in chess. In terms of denotative meaning, "*direbahkan*" would be to do an action of laying the king down. The English word for "*rebah*" is to lay down and when it is changed to simple past, it would be 'laid down'. It is the primary meaning, the exact meaning of what people would see in a real situation, but the translator didn't translate the phrase like that because it would sound unnatural. The phrasal verb "lay down" for a human being is unnatural in English. The translation result has an ambiguous meaning for native English speakers.

Data 7
SL: "*Zaman sekarang seorang wanita sebaiknya dapat **berdiri sendiri**.*"
TL1 (Connotation): "These days women should be **independent**."
TL2 (Denotation): "These days women should **stand alone**."

The Indonesian phrase "*berdiri sendiri*" contains a connotative meaning which means being free to do things without help from others. From the definition, the English translation would be 'independent.' In the conversation of the story women are hoped not to depend on other people but be independent. The phrase "*berdiri sendiri*", however, has a denotative meaning which in English is 'to stand alone'. As the researchers break down the phrase into words, it would be two words. The word '*berdiri*' is translated into English as "stand" and '*sendiri*' as "alone." The translator assumed in the story that there is not one standing alone; therefore, she didn't translate the phrase into "berdiri sendiri".

Data 8
SL: "*Kalau tidak **tunduk** pada hukum adat, mereka takkan dianggap.*"
TL1 (Connotation): "If they did not **adhere** to customary law, they would be considered outcasts
TL2 (Denotation): "If they did not **bend down** to customary law, they would be considered outcasts."

The Indonesian word "*tunduk*" in terms of connotative meaning would be 'adhere' when translated into English. In the story, the conversation was about obeying customary law; however, the author used the word "*tunduk*" which also has a denotative meaning. Therefore, the translator chose the word 'adhere' to translate the Indonesian word "*tunduk*". The denotative meaning of "*tunduk*" would be 'bend down' in English. It is a phrasal verb that refers to the position of someone bending their legs while the head gets to a lower (Oxford Bibliographies, 2021). The target text in TL2 does not sound natural in English, and the meaning is ambiguous. The phrase "bend down" is not for the physical stuff, according to the target text, but the phrase is for the action to obey the rules.

Data 9
SL: "*Namun, Manen, yang memang selalu* **senang** *menghadiri pesta-pesta itu, tak pernah berdansa*."
TL1 (Connotation): "But Manen, who'd always **liked** going to those parties, never danced."
TL2 (Denotation): "But Manen, who was always **happy** going to those parties, never danced."

The word "*senang*" contains a connotative meaning which in English would be 'liked' in past participle form. In the story, Monang said that Manen liked going to parties using the word "*senang*." For that reason, the translator interpreted the Indonesian word "*senang*" as the English word 'liked.' The denotative meaning of "*senang*" is the feeling or emotion of joy (Oxford Learner's Dictionaries, 2025). When translated to English, the word "*senang*" would become 'happy.' It refers to the logical content in which "*senang*" is always translated to 'happy.' The translator assumed they were not happy about it, but they were into it. In this case, TL1 and TL2 have the same meaning. The difference is only for word class.

Data 10
SL: "*Akan tetapi, kadang-kadang Manen terpaksa* **menelan perkataannya yang begitu gegabah**."
TL1 (Connotation): "Occasionally, however, Manen had to **eat her rash words**."
TL2 (Denotation): "Occasionally, however, Manen had to **swallow her rash words**."

The Indonesian verb phrase "*menelan perkataannya*" in this context of the story is that Manen admitted what she said was wrong and inappropriate. Therefore, it contains a connotative meaning, which in English would be 'eat her rash words.' The word eat doesn't mean its literal meaning, which is consuming food but it means the action of admission of the rash words. In this case, the words "eat" and "swallow" in English have the same meaning. Thus, the translation result of both TL1 and TL2 retain the meaning of the source text.

Data 11
SL: "*Keke, pacarmu itu sudah* **sinting**!"
TL1 (Connotation): "Keke, your boyfriend's **mad**!"
TL2 (Denotation): "Keke, your boyfriend's **crazy**!"

The English word 'mad' contains a connotative meaning which is someone who loses logical thinking but is still the same. In terms of denotative meaning the Indonesian word "*sinting*" would be translated 'crazy' in English. This word is used to describe someone who is mentally ill and needs psychiatric treatment. In addition, the word mad also has a denotative meaning which in other words is angry. However, the translator saw no one who was mentally ill in the story. In this case, the English words "mad" and "crazy" have the same meaning. Both the TL1 and TL2 have the same meaning and the same word class.

Data 12
SL: "*Sedangkan si tolol yang baru pulang dari Rusia rupanya* **lupa daratan** *ketika dibawanya Ewa ke Pantai Merak pada bulan purnama*."
TL1 (Connotation): "That stupid guy who'd just returned from Rusia **lost his sense** when he took Ewa to Merak beach during the full moon."
TL2 (Denotation): "That stupid guy who'd just returned from Rusia **forgot the land** when he took Ewa to Merak beach during the full moon."

The Indonesian verb phrase "*lupa daratan*" contains a negative connotation. It means to do something without any sense therefore the translator translated it to English 'lost his sense'. It's because in the story the guy took Ewa to Merak beach after that an accident happened, and Ewa was forced to get married. The denotative meaning of "*lupa daratan*" is the act of not remembering the surface earth other than sea. The translator might believe the denotative meaning translation would sound unnatural, so she didn't translate it into the denotative meaning phrase.

Data 13
SL: "*Sebetulnya Manen menjadi mangsa yang begitu **empuk** bagi Monang.*"
TL1 (Connotation): "Manen was actually **easy** prey for Monang."
TL2 (Denotation): "Manen was actually **soft** prey for Monang."

The word "*empuk*" contains a connotative meaning which describes achieving without a lot of effort needed. For that reason, the translator translated the Indonesian word "*empuk*" to the English word 'easy'. In the story, it is the fact that Manen is really easy to fall for Monang. While the denotative meaning of the word "*empuk*" is a thing that can easily change shape when being pressed. The target text in TL2 does not sound natural in English and the meaning is ambiguous. The adjective "soft" does not collocate with the noun "prey" in English. Thus, the translation result of TL2 has ambiguous meaning.

Data 14
SL: "*Tempo apa **tanggal mainnya**?*"
TL1 (Connotation): "So **when**'s the big day?"
TL2 (Denotation): "So **when**'s the date to play?"

The Indonesian phrase "*tanggal mainnya*" contains a connotative meaning which is to describe a big thing happening on a day without plans beforehand. In the conversation of the story, they were talking about a big day that would happen in the future but they didn't know the day exactly. For that reason, the translator translated the Indonesian phrase "*tanggal mainnya*" to the English phrase 'the big day'. In terms of denotative meaning, the phrase is used to ask friends or relatives to go to play together. On the other hand, the question can also start with "kapan" or "when" in English. Therefore, the English translation for the Indonesian phrase "*tanggal mainnya*" is 'the date to play'. However, the translator didn't find any situations where they were making plans to play. Since the TL2 is a literal translation, the meaning of the source text is distorted in the target text.

Data 15
SL: "*Adik-adik Monang, Miri dan Ria, mengawasi semua itu dengan **mata besar**, heran.*"
TL1 (Connotation): "Monang's sisters, Miri dan Ria, watch this scene, **bright-eyed** with amazement."
TL2 (Denotation): "Monang's sisters, Miri dan Ria, watch this scene, **big-eyed** with amazement."

The connotative meaning of noun phrase "*mata besar*" was Miri and Ria enthusiastically watched everything. 'Bright-eyed' is the proper English translation in this context because that means to notice the situation around with the eyes. Because of that, the translator translated "*mata besar*" into bright-eyed. The denotative meaning in "*mata besar*" was the size of the eyes. It refers to the change of eyes from normal size to big size or in Indonesian it is also called "*melotot*". For that reason, the English translation of "*mata besar*" in terms of denotative meaning is "big-eyed". The translator might assume it was the look of the eye, not how big the eye was. The "bright-eyed" has a different meaning from "big-eyed" in English. The translation result of the TL2 is ambiguous and the diction is incorrect.

Discussion

Based on the analysis, the researchers found that the source language words and phrases containing connotative meaning were translated into the TL by using connotative meaning. For instance, the Indonesian phrase "*mata besar*" is translated into 'bright-eyed' (connotative), not 'big-eyed' (denotative). As the purpose of this study is to see whether the back-translation using denotative meaning is natural or unnatural, it reveals that the result of the back-translation is out of context in the target text. The bac-translation result distorts the meaning of the source text in the target text. This research shows that the translation of the source text containing connotative meaning must be translated into target text semantically (Leech, 1981) which is denotative translation to retain the meaning of the SL in TL. This research is limited only to a back-translation of sentences containing connotative meaning into denotative meaning. The researchers suggest that other researchers can do a further back-translation in the different kinds of sentences to compare whether the back translation for other kinds of sentences retains the meaning in the target text or not.

The current study's findings strongly align with those of Hartina (Hartina, 2017) and Novitasari (Novitasari, 2018) in several key areas. Like Hartina, who demonstrated that connotative meanings in the *Doang-Doang* of Makassar reflected cultural and emotional expressions, this study found that the

connotative phrases in *Raumanen* carried rich emotional and cultural weight. For instance, expressions like *"mata besar"* (translated as *"bright-eyed"*) did not merely describe physical characteristics but conveyed curiosity or amazement, a sentiment deeply embedded in the cultural context. Similarly, the findings resonate with Novitasari's conclusion that religious texts translated from Arabic to English contained denotative meanings that were preserved (Novitasari, 2018), but connotative meanings often depended heavily on the translator's interpretation and the linguistic norms of the target language. This study demonstrates a parallel process in literary translation: connotative expressions were maintained in the English translation by Isla Winarto, while the back-translation into denotative meaning often led to awkward or ambiguous renderings. This reinforces Novitasari's emphasis on the need for sensitivity to linguistic and cultural nuance in translation. Therefore, both previous studies support the current research findings by illustrating the critical role of connotative meaning in preserving not just language but also emotion, cultural identity, and literary style.

4. Conclusion

This research highlights the use of connotative meanings in the English translation of the Indonesian novel *Raumanen* by Isla Winarto. Several examples are provided where the translator chose connotative translations over literal (denotative) ones, ensuring the preservation of cultural context and the natural flow of language. For instance: Data 1, "*di mukanya*" was translated as "in front of her" rather than the awkward "on her face." Data 2, the phrase "*begitu mahal dengan tanda tangannya*" was translated connotatively as "it had been very difficult to obtain the signature," rather than the literal "expensive signature." Data 3 showed how "*luas pandangannya*" was rendered as "broad-minded" instead of the denotative "broad-sighted." Other examples continued to demonstrate how literal translations would be unnatural or ambiguous, while connotative translations preserved meaning and cultural nuances. These choices reflect the translator's aim to adapt the source material into the target language while keeping the meaning clear and culturally relevant. By opting for connotative translations, the translator maintained the essence of the original text and avoided awkward or misleading interpretations that might arise from literal translations.

The findings of the research are strongly aligned with key translation theories, particularly those related to the distinction between denotative and connotative meanings and the importance of adapting translations to fit cultural and linguistic contexts.

1. Translation as Meaning Transfer: The study emphasizes that translation is not just about converting words but also about transferring meaning, which is central to translation theory (Iordan, 2021). In the *Raumanen* translation, the decision to use connotative meanings over denotative ones helps preserve the intended nuances and cultural context of the original text, a process that requires a deep understanding of both the source and target languages.
2. Semantic Translation: According to Newmark, semantic translation focuses on conveying the message more accurately, especially when dealing with idiomatic or figurative language (Newmark, 1981). The researcher's findings demonstrate this principle by showing how connotative translations, such as "struck the jackpot" for "*durian runtuh*" or "broad-minded" for "*luas pandangannya*," help maintain the essence of the message, rather than adhering strictly to the literal meaning.
3. Cultural and Contextual Adaptation: Translation theory also stresses the importance of cultural adaptation. Literal translations can often sound unnatural or be misinterpreted in the target language (Sitanggang & Tambunsaribu, 2023). The study's findings underscore this by highlighting how connotative translations, like "deep within her" for "dalam hati kecilnya," better reflect the intended emotional or cultural meaning than the denotative alternatives.
4. Back Translation and Quality Control: The theory also mentions the use of back translation as a tool to ensure translation accuracy and cultural appropriateness (Salourou, 2024). This aligns with the research's emphasis on how back translations, when compared to the original, reveal the significance of choosing connotative translations to avoid distortion of meaning (Koby et al., 2014).

The significance of these findings lies in the importance of understanding the delicate balance between denotative and connotative meanings in translation. Literal translations often fail to capture the subtleties and cultural connotations of the original text, leading to a loss of the intended impact. By focusing on connotative meanings, the translator ensures that the essence of the original message is preserved, making the translation more fluid, culturally accurate, and engaging for the target audience. The implications of this study suggest that translators must not only have a strong grasp of linguistic

structures but also be sensitive to the cultural context of both the source and target languages. This research reinforces the idea that translation is a complex, interpretative process that requires informed choices to maintain the integrity and emotional depth of the original text. Moreover, it highlights the importance of back translation as a tool for improving translation quality and ensuring cultural relevance. In conclusion, the study underscores the value of semantic translation and cultural adaptation in literary works, providing insight into the nuanced decision-making that translators must engage in to produce a high-quality translation that resonates with the target audience.

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Needs analysis of communication strategies in the Project-Based Learning Model

Diena San Fauziya[1], Ahmad Fuadin[2], Indra Permana[3]

Institut Keguruan dan Ilmu Pendidikan Siliwangi[1,3]
Universitas Pendidikan Indonesia[2]
Email corresponding: dienasanf@ikipsiliwangi.ac.id[1]

Abstract - This study analyzes the need for communication strategies in the Project-Based Learning (PjBL) model. As a transformative educational approach, PjBL emphasizes 21st-century skills, with communication playing a central role in ensuring effective collaboration and learning outcomes. Although PjBL encourages interaction and teamwork, significant communication challenges persist in its implementation, particularly in higher education settings. This research employs a mixed-methods approach with a parallel convergent design, integrating qualitative and quantitative data simultaneously. The study involved two universities in West Java, with data collected through interviews, surveys, and literature review. The findings reveal three essential communication strategies that are needed to support the implementation of the Project-Based Learning (PjBL) model effectively: (1) strategic use of technology as a communication medium, (2) regulated frequency of interaction to maintain group coherence, and (3) multimodal forms of communication, including verbal, nonverbal, and digital, tailored to project needs. These strategies are instrumental in enhancing collaboration, clarity, and efficiency throughout the project process. Results show that 35% of students have adequate digital literacy, 40% face difficulties using digital tools, and 25% express the need for additional training to improve their communication skills on digital platforms. Additionally, structured and scheduled communication significantly enhances group collaboration. This study highlights the importance of developing communication strategies that include digital literacy training and the optimal use of technology to support effective communication in PjBL. These findings provide a foundational insight for future research and policy development aimed at integrating targeted communication frameworks into innovative, student-centered pedagogies.

Keywords: Communication, Communication Frequency, Project-Based Learning, Technology

1. Introduction

Project-Based Learning (PjBL) has emerged as a transformative educational approach that emphasizes 21st-century skills such as critical thinking, creativity, collaboration, and communication. Among these skills, communication plays a central role in ensuring the effectiveness of project-based learning. As highlighted by Silva (2009), PjBL provides meaningful learning experiences that prepare students to tackle real-world challenges. In this context, communication involves not only the transmission of messages but also the negotiation of meaning, conflict resolution, and the establishment of shared understanding among group members (Mergendoller et al., 2006).

Although communication is widely recognized as a vital component of PjBL, several studies have identified significant challenges in its implementation. Ridwan, A., Rahmawati, Y., & Hadinugrahaningsih (2021) demonstrated that integrating the STEAM approach into PjBL enhances student motivation and learning outcomes through the resolution of authentic problems, which heavily relies on effective group communication. Furthermore, Hmelo-silver et al. (2007) emphasized the importance of directed communication strategies in optimizing the collaborative potential of PjBL.

However, a critical gap remains in understanding how communication can be systematically facilitated within PjBL, particularly in the context of language and literature education. Lestari & Andiansyah (2024) found that in Indonesian EFL settings, students often employed communication strategies such as code-switching and circumlocution during group interactions, yet these strategies have not been systematically integrated into project-based frameworks. This gap highlights the need for a more targeted and structured analysis of communication requirements in PjBL.Beyond group member interactions, educators' role in guiding communication processes within projects is often insufficient. Trisdiono (2019) indicated that while multidisciplinary approaches in PjBL can enhance critical thinking, their success largely depends on clear and structured communication. In many instances, the absence of communication guidelines leads to misunderstandings about project goals and methodologies (Fitriani et al., 2023).

The dynamics of group work in PjBL can also trigger interpersonal conflicts among students. Sulastri et al., (2023) asserted that collaborative skills, including the ability to manage group dynamics effectively, are critical for project success. Additionally, Hasan et al. (2023) highlighted the importance of experiential learning models in developing collaborative competencies, which are fundamentally rooted in interpersonal communication skills. The role of technology in supporting communication in PjBL settings cannot be overlooked. The integration of digital tools, such as online collaboration platforms, can significantly enhance project communication (Hsu et al., 2014). However, the effectiveness of these tools is contingent upon students' digital literacy. From a psychological perspective, communication barriers in PjBL may result in anxiety, fear of judgment, and reluctance to share ideas, thus stifling creativity and collaboration. Mulyadi (2023) emphasized the importance of creating safe and supportive environments where students feel encouraged to communicate openly and constructively.

Given these challenges, it is necessary to integrate a coherent communication framework within PjBL. One relevant approach is pedagogical communication theory, which stresses the importance of message clarity, constructive feedback, and meaning negotiation within educational settings (Chen et al., 2021). This theoretical lens offers a foundation for developing communication strategies that are responsive to students' needs and project complexities.

This study also aims to provide an initial overview of the analysis of communication needs in the PjBL model. Recent studies and educational practices indicate that the effective implementation of Project-Based Learning (PjBL) depends heavily on how communication is managed within the learning process. Key areas that often present challenges include the use of technology to facilitate interaction, the regulation of communication frequency among team members, and the selection of appropriate communication forms (verbal, nonverbal, or digital). These aspects raise questions about which communication strategies are most needed to support successful collaboration and learning outcomes in PjBL settings. This study is expected to be the basis for future development research and contribute to the development of educational policies, especially in promoting the integration of PjBL as an innovative pedagogical approach that is responsive to communication needs.

The novelty of this research lies in its integrative approach, which operationalizes communication theory, needs analysis methodology, and project-based learning (PjBL) principles to develop a targeted communication strategy framework. This integration was realized in three key stages: (1) communication theory was used to define and categorize the types and functions of communication relevant in collaborative learning; (2) a needs analysis was conducted to systematically identify students' perceived

communication challenges and expectations in PjBL environments; and (3) the pedagogical characteristics of PjBL informed the contextual adaptation of communication strategies, ensuring alignment with collaborative, inquiry-based, and outcome-driven learning processes.

Based on this integrative framework, the findings identified three strategic communication dimensions: technological mediation, regulated interaction frequency, and multimodal expression; that reflect both theoretical constructs and contextual needs. To the best of the author's knowledge, no prior studies have comprehensively synthesized these three domains in formulating communication strategies for PjBL, particularly within language and literature education in higher education settings. This study thus contributes both to theory-building and to the pedagogical design of communication interventions that are contextually responsive and practically applicable.

This study, aims not only to contribute to the development of communication theory within pedagogical settings but also to provide a foundation for designing effective, pedagogically grounded communication strategies that can be integrated into higher education curricula, particularly in the context of language and literature education. In line with this aim, the study seeks to explore several key questions: how communication is facilitated through technological tools in the implementation of PjBL; the frequency and quality of communication that occurs among students during PjBL activities; the predominant forms of communication (verbal, nonverbal, and digital) used in PjBL and their influence on project outcomes; and the specific communication needs and challenges encountered by both students and educators in executing PjBL effectively.

2. Method

This study adopts a mixed methods approach using a convergent parallel design to investigate communication needs within the context of Project-Based Learning (PjBL) in language and literature education. This methodological approach is chosen to leverage the complementary strengths of both qualitative and quantitative data, enabling a deeper and more comprehensive understanding of the complex communication dynamics in PjBL (Creswell & Plano Clark, 2021).

Data were collected using three main techniques: in-depth interviews, surveys, and literature review. In-depth interviews were conducted with lecturers who have experience implementing PjBL. This qualitative method aimed to explore their perceptions, communication challenges, and instructional strategies in designing and facilitating project-based learning. The interviews provided rich, detailed narratives essential for capturing nuanced insights (Brinkmann, 2020). Meanwhile, surveys were administered to students involved in PjBL to capture their experiences related to communication during group collaboration and project execution, including interactions with peers and instructors. These surveys focused on identifying the frequency, mode, and barriers to communication in project settings.

The participants of this study included lecturers and undergraduate students from the Indonesian Language and Literature Education Study Program at two higher education institutions one public and one private both of which have adopted PjBL in their curriculum. A total of five lecturers participated, all of whom had a minimum of three years of experience implementing PjBL. Meanwhile, student participants consisted of 255 respondents, purposively sampled from eight different classes. Among them, approximately 68% were female and 32% male, with ages ranging from 19 to 23 years. Most students were in their fifth or seventh semester. In terms of language proficiency, all participants had completed foundational academic Indonesian language courses, and their self-reported proficiency levels were predominantly in the intermediate to upper-intermediate range.

The student survey instrument consisted of a structured questionnaire specifically designed for this study. It was developed based on a synthesis of communication frameworks in collaborative learning (Hmelo-silver et al., 2007; Mergendoller et al., 2006) and adapted to the context of PjBL in language and literature education. The questionnaire underwent expert validation by two educational researchers to ensure content relevance and clarity. A pilot test was conducted with 30 students from a similar cohort, resulting in a Cronbach's alpha score of 0.83, indicating acceptable internal consistency and reliability.

Data analysis followed a convergent parallel mixed methods procedure, in which qualitative and quantitative data were analyzed separately and then integrated to provide comprehensive insights. Quantitative survey data were processed using descriptive statistics to examine frequencies, trends, and perceived communication needs and challenges. Qualitative data from interviews and document analysis (including student reflections and communication artifacts) were analyzed thematically following Braun & Clarke (2024) procedure, which included coding, categorization, and interpretation of recurring themes related to communication strategies and barriers. Findings from the literature review were used to enrich the interpretation and contribute to a stronger conceptual foundation. In the final stage, results

from both data strands were compared and triangulated to identify areas of convergence and divergence, validate findings, and formulate pedagogical recommendations for more effective communication in PjBL.

3. Results and Discussion

This study successfully identified three critical communication needs that influence the successful implementation of Project-Based Learning (PjBL): the use of technology, communication frequency, and forms of communication (verbal, nonverbal, and digital). These findings were derived from data analysis collected through interviews with lecturers and student surveys and supported by relevant literature reviews.

3.1. Use of Technology

The results show that using technology in PjBL is crucial in supporting coordination and communication, particularly in project management. Various technologies were already being utilized in the implementation of PjBL at the two universities involved as research subjects. The tools used by lecturers and students for communication included Google Classroom, SPADA, and Zoom, designed to facilitate task management, document sharing, and real-time communication.

As shown in Table 1, students' digital readiness for utilizing communication tools in PjBL is varied. While only 35% of students self-reported having adequate digital literacy, a larger proportion (40%) experienced difficulties in using technology: particularly due to unfamiliarity with application features. Additionally, 25% expressed a need for further training. These findings suggest a substantial gap in digital competence that could hinder effective communication and collaboration in PjBL settings. Addressing this gap through targeted digital literacy interventions may enhance students' ability to engage meaningfully in project-based tasks.

Table 1. Use of Technology in PjBL

No	Category	Percentage (%)
1	Adequate Digital Literacy	35 %
2	Difficulty with Technology	40 %
3	Need for Training	25 %

One of the educators interviewed stated, "*Learning Management System technologies like SPADA help with project coordination, but students often don't understand how to use them efficiently*." This highlights that while technology offers significant potential, it is not yet fully utilized by students due to limited digital literacy. This lack of skill can lead to poor time management, confusion in task allocation, and inefficiency in team communication. For example, in projects involving multiple documents or tasks, students unfamiliar with digital tools often spend more time figuring out technical mechanisms than focusing on the project's content.

Shows the findings that show the diversity of student competencies in utilizing technology for the communication process during project learning. Only 35% of students admitted that they had adequate digital literacy competencies, 40% admitted that they still had difficulties and 25% admitted that they needed training and mentoring.

Findings from Hastomo & Sutiyono (2022) highlight the importance of platforms such as Zoom in improving students' access to learning materials and facilitating communication during the COVID-19 pandemic. Their study revealed that 68.2% of students appreciated the ability to access learning resources at any time, emphasizing the potential of technology to support continuous learning (Hastomo & Sutiyono, 2022). However, this potential is improved when students need more skills to use these platforms effectively. Additionally, Prihantoro et al. (2022) examined the implementation of team teaching via Zoom and live-streaming technologies, emphasizing the importance of practical collaboration tools in virtual learning environments. Their findings suggest that although technology can facilitate real-time interaction, the effectiveness of these tools depends on students' familiarity with the technology. This aligns with observations that students unfamiliar with digital tools often spend more time addressing technical difficulties than focusing on the project's content. This misuse of time can lead to inefficiencies in task management and hinder overall project outcomes.

In language and literature learning, studied the impact of WhatsApp and Zoom on learning outcomes, revealing that mobile-based learning activities significantly help students overcome learning difficulties and build knowledge collaboratively (Handayani, 2020). The research underscores the importance of integrating communication tools that facilitate interaction and enhance students' understanding of learning materials. However, the effectiveness of these tools diminishes when students need more skills to use them optimally. Furthermore, Nuryanto et al. (2021) highlighted the role of synchronous learning strategies, such as those provided by Zoom, in enhancing students' motivation and engagement in English as a Foreign Language (EFL) learning. The study found that feedback in such learning environments helps students identify their strengths and weaknesses, improving their learning experiences. However, if students cannot interact effectively with the technology, the benefits of such feedback may not be fully realized.

In previous research, Fauziya et al. (2024) mentioned that one aspect of pedagogical communication that is needed is quality interaction whose indicators are communication supported by material aids and non-material means. Technology is one of the bridges to this aspect. Thus, the role of technology is very important in PjBL learning.

The challenges posed by varying levels of digital literacy among students are further compounded by "Zoom fatigue," as discussed by various researchers. Gajjar & Joshi (2010) noted that while Zoom facilitates communication, prolonged usage can lead to fatigue, negatively impacting student engagement and learning outcomes. This underscores the need for educators to provide access to technology and implement strategies to mitigate fatigue and encourage the effective use of digital tools.

While technology plays a crucial role in supporting communication and coordination in PjBL, the variation in digital literacy levels among students remains a significant challenge. The potential of platforms like Zoom and Google Classroom can only be fully realized when students possess the skills necessary to use these tools effectively. Thus, targeted training and support are essential to enhance students' digital literacy, ensuring they can engage with technology meaningfully and maximize their learning experiences in project-based environments.

At the same time, effective and regular communication is fundamental to the success of PjBL, as it fosters collaboration among students and enhances their understanding of project tasks. Data from the questionnaires revealed that 50% of students believe that regular communication greatly aids their understanding of project tasks. In contrast, 30% of students identified irregular communication as a significant barrier to their success, while 20% admitted to experiencing no communication within their groups. These differences highlight the critical role of communication in PjBL, as it facilitates task clarity and promotes group cooperation and collective problem-solving.

Based on qualitative data from the study of Google Classroom and SPADA documents as Learning Management System (LMS) used in PJBL, the effectiveness and efficiency of the use of this technology are still categorized as very weak. Written communication is not well established because the interaction between lecturers and students has not been seen as effective. LMS is only used as a medium for collecting projects, both project progress reports and final reports. Stimulus, feedback, and reinforcement from lecturers have not been seen for each student project report. In fact, the function of technology is very important in terms of monitoring this evaluation.

3.2. Communication Frequency

Meanwhile, effective and regular communication is fundamental to the success of Project-based Learning (PjBL) as it encourages collaboration among students and enhances their understanding of the project tasks. Table 2 illustrates a significant variation in students' communication frequency within PjBL groups. The data suggest that while regular communication is acknowledged as a key facilitator of project comprehension and coordination, a considerable portion of students still encounter communication-related challenges. A notable segment reported either infrequent or even absent group interaction, signaling potential risks to group cohesion, task clarity, and successful project execution. These findings underscore the essential need for structured and sustained communication practices to ensure equitable participation and collaborative efficiency in PjBL environments.

Table 2. Frequency of Communication in PjB

No	Category	Percentage (%)
1	Regular Communication	50 %

2	Infrequent Communication	30 %
3	No Communication	20 %

The importance of structured communication in PjBL was highlighted by a lecturer who stated, "Regular communication helps maintain students' focus." This view aligns with the findings of Cahya (2023), who noted that the stages of PjBL can enhance interaction and collaboration among students, improving cognitive learning outcomes. The structured nature of PjBL, which often involves multiple phases and tasks, requires ongoing dialogue and discussion among group members to ensure everyone stays aligned with the project goals and deadlines. Students need regular communication to coordinate tasks, leading to clarity and potential conflicts regarding task distribution.

Shows that the frequency of student communication in project learning is still diverse. As many as 50% of respondents admitted that their frequency of communication during project learning was sufficient. However, as many as 30% of respondents admitted that it was still rare, and 20% admitted that they were not even involved in communication during the project learning process. This diversity shows the need for alternative formulas that can increase the effectiveness and efficiency of communication frequency to support learning optimization.

The challenges posed by irregular communication manifest in various forms, including disagreements over responsibilities and difficulties in coordinating group activities. Cahya et al. (2023) further supports this perspective, emphasizing that PjBL fosters mutually beneficial student teamwork, which is crucial for effective collaboration. When communication is infrequent or ineffective, students find it easier to fulfill their roles within the group, reducing motivation and involvement. This is particularly detrimental to the project work process, as sustained focus and commitment are necessary to achieve the expected outcomes.

The significance of communication in PjBL is highlighted by Hidayah et al. (2022), who note that collaborative problem-based learning enhances metacognitive skills through effective communication and teamwork. Their research shows that when students engage in regular discussions and reflections, they are better prepared to manage their learning process and make meaningful contributions to the group project. This aligns with findings from the questionnaire, where students expressed that regular communication helped in understanding the project tasks and fostered a sense of responsibility among group members.

Furthermore, the lack of communication damages team dynamics, ultimately affecting overall performance. Win et al., (2015) observe that ineffective communication in a collaborative PjBL environment can lead students to take shortcuts or overlook essential elements in the learning process. This observation is highly relevant in the context of PjBL, where the emphasis on collaboration requires all group members to be actively involved and stay informed about the project's progress. When communication is hindered, students become disengaged, resulting in a decline in the quality of their contributions and the project's overall success.

In conclusion, the data obtained from the questionnaire underscores the importance of regular communication in the success of PjBL. Although many students acknowledge the significance of communication in PjBL, a substantial number still need help with irregular interactions during the learning process. By encouraging structured communication practices and providing the necessary support for students to engage effectively, educators can enhance the collaborative nature of PBL and improve overall learning outcomes.

3.3. Forms of Communication (Verbal, Nonverbal, and Digital)

As summarized in Table 3, students demonstrate a clear preference for verbal communication when engaging in PjBL group tasks. This tendency highlights the value of direct, synchronous interaction in fostering immediate feedback, shared understanding, and interpersonal rapport. While other modalities such as digital and nonverbal communication also play a role, the reliance on verbal exchange suggests that spoken interaction remains central to students' collaborative strategies. These findings imply that effective facilitation of PjBL should not only accommodate diverse communication channels but also prioritize opportunities for real-time verbal engagement to strengthen group cohesion and learning outcomes.

Table 3. Forms of Communication in PjBL

No	Category	Percentage (%)
1	Verbal	50 %
2	Nonverbal	20 %
3	Digital	30 %

Verbal communication is preferred in group discussions and learning because it provides direct feedback, clarifies ideas, and offers clear nonverbal cues such as tone of voice and body language. The ability to express thoughts verbally fosters deeper engagement with the material and creates a collaborative atmosphere where ideas can be exchanged freely.

Although students tend to prefer verbal communication, they also believe that digital communication can be used as a complementary form in PjBL. This finding aligns with previous research, which suggests that PjBL can enhance creativity and learning outcomes, especially when students are encouraged to utilize various communication methods (Hastuti, 2022). The integration of digital tools greatly facilitates collaboration, particularly in situations where face-to-face interaction is not possible. These two forms of communication provide students with the opportunity to leverage the strengths of both verbal and digital communication, thereby enhancing collaboration.

However, the use of digital communication presents its own challenges, particularly when text-based communication lacks speed and relies solely on verbal interaction. In this context, the role of nonverbal communication, although recognized by only 20% of students, plays a critical role. Hand gestures and facial expressions as forms of nonverbal communication are recognized as enhancing face-to-face discussions, providing context and emotional depth. In this regard, PjBL offers students the experience of understanding complex concepts more deeply, often facilitated by the rich interactions that occur in face-to-face settings (Merta et al., 2022). Thus, nonverbal communication plays an equally important role in interactions, helping convey enthusiasm, agreement, or confusion, which can guide the course of the discussion.

Based on the findings and discussion outlined, it can be concluded that effective communication is crucial in PjBL. While students show a preference for verbal communication, their choice of digital communication methods suggests the need for a balanced approach that combines both forms. As educators, instructors who design and facilitate learning should strive to create an environment that encourages verbal interaction while also equipping students with the necessary skills to effectively use digital communication tools. By doing so, they can enhance collaboration and ensure that all students are meaningfully engaged in the learning process.

4. Conclusion

This study identifies three critical communication needs in the implementation of the project-based learning (PjBL) model: the use of technology, communication frequency, and diverse communication forms (verbal, nonverbal, and digital). These elements are shown to be closely linked to the success of collaborative learning. Although digital tools facilitate coordination, approximately 40% of students face challenges in using them effectively, and about 25% express the need for further training highlighting the urgency of improving students' digital literacy. Moreover, structured and frequent communication reduces misunderstandings and improves teamwork, while students capable of engaging in varied communication forms tend to achieve deeper learning and project success. Theoretically, this research contributes by integrating pedagogical communication perspectives into the PjBL framework, positioning communication not merely as a supportive element but as a foundational pedagogical strategy that enhances collaborative learning in higher education.

Despite its contributions, this study has limitations, particularly in terms of scope and methodology. The focus on two institutions and reliance on self-reported data may affect the generalizability of the findings. Future research should include more diverse educational contexts, employ mixed methods, and explore longitudinal impacts of communication practices in PjBL. Studies linking communication patterns with concrete academic outcomes, as well as investigations into emotional intelligence, cultural communication styles, and conflict management in project teams, are highly recommended. Practically, this study encourages educators to develop targeted communication strategies, provide digital skills training, and foster open, inclusive communication environments. These steps will not only strengthen PjBL implementation but also contribute to more effective and meaningful student learning experiences.

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Adaptation of Indonesian tourism services in the face of contemporary Japanese evolution

Anda Prasetyo Ery[1], Rr. Adi Hendraningrum[2], Hendri Zalman[3], Rahmawati[4]

Makassar Tourism Polytechnic, Indonesia[1]
NHI Tourism Polytechnic Bandung, Indonesia[2]
Padang State University, Indonesia[3]
Bali Tourism Polytechnic (PSDKU Sragen), Indonesia[4]
email: anda.prasetyo.ery@gmail.com[1]

Abstract - This study examines semantic changes in contemporary Japanese, especially in the use of slang, and examines their impact on the communication of tourism services. Through semi-structured interviews with Japanese language experts, tour guides, and hotel staff, as well as the distribution of questionnaires to Japanese tourists in Indonesia, the study highlights how social and generational factors contribute to the changing meanings of commonly used phrases such as やばいyabai, すごいsugoi, えらいガチgachi, マジでmajide、うざい uzai, 神ってる Kamitteru, 全然 Zenzen, まったくmattaku. The results suggest that understanding these linguistic changes is essential for tourism professionals to ensure effective and culturally appropriate communication. Tour guides and hotel staff should adapt their language to the age, context and composition of the travelers to avoid misunderstandings and improve the quality of service. The study concludes that mastering contemporary Japanese allows for better communication, promotes tourist satisfaction, and strengthens Indonesia's position in the competitive Japanese tourism market.

Keywords: Contemporary Slang, Customer Service, Cultural Competence, Japanese Language, Semantic Change, Tourism Communication

1. Introduction

Knowledge of the Japanese language plays a crucial role in improving the quality of tourist services for Japanese visitors to Indonesia. It is not just a means of communication, but a cultural bridge that allows for a more immersive and fulfilling tourist experience. Fluency in Japanese allows tour operators to communicate effectively with tourists. This includes not only providing basic information, but also the ability to explain the cultural nuances, history, and uniqueness of destinations in more depth (Darmastuti et al., 2021). Japanese travelers often appreciate detailed and precise explanations that are easier to convey in their native language. Japanese language skills help to better cope with emergencies or special requests. In situations that require a quick or empathetic response, smooth communication can be a crucial factor in solving problems and maintaining traveler satisfaction, third, mastering Japanese shows respect for the traveler's culture and customs. This creates a sense of comfort and value, which can improve the quality of the sightseeing experience. This is influenced by the tendency of Japanese travelers to be more open and responsive when they feel understood and respected, from a business perspective, Japanese language skills can be a competitive advantage. Tour operators who communicate in Japanese can attract more Japanese tourists and build a good reputation in the Japanese tourism market. Understanding languages also means cultural understanding. Tour operators who are familiar with Japanese are more likely to understand the etiquette, preferences, and expectations of Japanese travelers. This allows them to tailor services and travel experiences to the specific needs of Japanese travelers. Finally, Japanese language skills can allow for more accurate feedback from tourists (Putralisindra, 2017)

Tour operators can more easily understand submitted comments, suggestions or complaints, which allows for more targeted service improvements. So, investing in developing Japanese language skills for tour operators is not only about overcoming language barriers, but also about improving the quality of service, building better relationships with tourists, and ultimately promoting the growth of the Indonesian tourism sector in the Japanese market (Atiqah & Pd, n.d.)

In this decade, the meaning of Japanese words has changed a lot. It is important for tourism managers or tourism-related parties to know the changes in the changing meaning of Japanese words and to understand where this change in meaning occurs and is used by the Japanese millennial generation. (Andriani et al., 2022). These changes reflect Japan's social, cultural, and generational dynamics over the past few decades. One of the main factors for this change in meaning is the strong influence of youth culture. Young Japanese, who tend to be more expressive and less formal than previous generations, have begun to use these words differently. They take words with negative connotations and turn them into expressions of admiration or praise, creating a kind of interesting linguistic irony by turning negative meanings into positive ones (Nasution & Yusuf Siregar, 2023).

The mass media and popular culture have also played an important role in this change. Anime, manga, variety shows, and pop music often use these words in new contexts and make them known to a wider audience. The repeated use of these media contributes to the legitimation and dissemination of new meanings of words, as well as to the proliferation of technology and social media (Novianti, 2007). Platforms such as Twitter, Line, and Instagram enable the rapid spread of new language trends. Words with these changing meanings often go viral, especially when used by celebrities or influencers, which further reinforces the use of the new vocabulary. In addition, social changes in Japan also play a role in the development of this language. Traditionally known for its politeness and formality, Japanese society is beginning to evolve towards a more relaxed approach to social interactions. The use of these words with new meanings reflects a desire for more unbridled expression and is less bound by formal linguistic norms. This phenomenon can also be seen as a form of linguistic rebellion against rigid language norms. By transforming the meaning of initially negative words into a positive one, the younger generation ostensibly resists linguistic authority and creates its own linguistic identity (Oe & Weeks, 2020).

Psychological aspects also play a role in this change. Using initially negative words to express something positive creates a surprise and humor effect that makes communication more engaging, expressive, and a little more relaxed. It can also be seen as a way to reduce the intensity of negative emotions by transforming them into something positive or humorous (Boyd & Schwartz, 2021). Finally, globalization and the influence of foreign languages, especially English, have also influenced this change. Increased contact with other cultures has made the Japanese language more open to change and innovation. The use of these words in new ways reflects a global trend where slang and informal language are becoming more accepted in various social contexts. The changing meanings of these words show that language is a living entity that is constantly evolving, reflecting changes in the societies and cultures that use it. This phenomenon is interesting from a linguistic point of view and allows us to deepen the social and cultural dynamics of Japan (Vigliocco et al., 2014). This approach aims to provide valuable insights

into the changing meanings of contemporary Japanese words that affect communication in Japanese tourism services in Indonesia, as well as to get an idea of the extent to which an understanding of the changing meanings of contemporary Japanese words is necessary to improve the quality of Japanese tourism services in Indonesia.

Change or change in language consists of four centers of attention, namely 1) variation and change; 2) how the change is spreading; 3) how we examine the change in language that is taking place; and 4) the reasons why language change occurs. Regarding the change in meaning in Japanese (Iida & Takeyama, 2018), we explain that the word Sugoi, which originally meant "scary or intimidating", has become a reinforcing adjective meaning "great or cool". This change is particularly popular with young people. やばい (yabai) According to a study (Ota & Takano, 2014) the word originally meant "dangerous or risky", but can now have positive meanings such as "cool or great", especially among the younger generation. The use of katakana"デンジャラス/dangerous" also emphasises the informal and colloquial aspect of the word. えらい (erai), (Ota & Takano, 2014) underscore the shift from the meaning of "noble or honorable" to a word that can express admiration or informal praise, sometimes even used ironically. Tourism Frontliner should include this kind of change in the meaning of words. Understanding this process of changing meaning is important for:

1. Historical Linguistics
2. Language learning
3. Communication between generations
4. Development of teaching materials
5. Understanding the evolution of language

The above five points can be used as a guide for guides and hotel staff (front office, room attendants, restaurant waiters, etc.)in providing services to Japanese tourists. (Nguyen, 2020) explained that "Japanese tourists are known for their high standards of service, so tourism stakeholders (local governments, tourism organizations, hotel managers, destination managers, and others) need to provide services that pay attention to detail and quality in addition to the front of tourism. This is closely linked to the deep understanding that the frontline tourism players have for the culture and characteristics of visitors in order to be able to offer satisfactory tourist services. Another theory highlights the importance of providing guidebooks and informational materials in Japanese to overcome the language barrier (Renold et al., 2022). Japanese travelers, especially the younger generation, find it difficult to communicate with Indonesian travel service providers, who tend to use formal language due to the changing importance of modern Japanese. Excellent service and a pleasant travel experience can be compromised by this shortcoming. Tour guides and hotel staff in Indonesia learn Japanese through textbooks or formal methods. The language learned is usually still based on forms of keigo (respectful language) or standard language structures. However, Japanese travelers, especially the younger generation, are more likely to use contemporary language such as やばい, ガチ, マジで, which can be confusing for service providers who are unfamiliar with these developments. The service seems less relevant or rigid, especially for younger Japanese travelers who are more relaxed and expressive in their language. In everyday communication, people can misinterpret or misunderstand what they say. For example, when tourists express their admiration with the words "やばい!", the local staff will take it as something bad.

In light of the reasons above, the author investigates the adaptation of Indonesia's tourism offerings in response to contemporary developments in Japan.

2. Method

This study uses a mixed approach that combines qualitative and quantitative techniques to investigate the evolutionary meanings of modern Japanese vocabulary in the tourism context. Specifically, it applies the method of comparative historical linguistics, which studies how linguistic elements change over time by comparing linguistic data from different eras and contexts (Jahdiah, 2018).

The data was collected using various methods, including in-depth interviews with Japanese language experts, tourism professionals, and frontline tourism workers such as tour guides, hotel staff, travel agencies, airport staff, transportation service providers, catering staff, and tourist information agents. In addition, recorded interactions on social media platforms were observed to capture actual language use. A quantitative survey was also conducted among Japanese tourists visiting Bali and Makassar to measure their communication experience and satisfaction with the tourist services. The questionnaire was designed by adding new indicators that specifically examined the respondents'

understanding of the contemporary Japanese language and communication culture of Japanese youth in order to align it with the goals of this study (Ahmad & Wilkins, 2024).

The target audience was Japanese tourists between the ages of 18 and 45 who visited Bali and Makassar in their free time. Since the total size of the population is not known, a targeted sample was used, selecting participants who met certain criteria: Japanese nationality, in the specified age group, tourism, and willing to participate. A total of 30 respondents participated in the survey, which is sufficient for descriptive research focusing on the use of the contemporary Japanese language by young travelers

Structured interview guides were developed to examine perceptions of language use and changes in vocabulary in intercultural interactions (Azzahra & Samatan, 1917). The survey questionnaire measured satisfaction, understanding, and communication experiences using a 5-point Likert scale from 1 (very dissatisfied) to 5 (very satisfied), based on the principles described by (Sugiyono, 2020).

Qualitative data from interviews and observations on social media were analyzed by topic to identify trends in language use and changes in meaning over time, in line with comparative historical linguistic analysis. Quantitative survey data were analysed descriptively to reveal trends in tourism satisfaction and communication understanding (Martin, 2015)

The study ensured validity by triangulation of data sources and methods, and ethical considerations were taken into account by obtaining the consent of all participants prior to data collection (Dobakhti, 2020).

3. Results and Discussion

3.1 Altered meanings of contemporary Japanese words and Japanese tourism services

Information gathered from interviews with frontline tourism workers and Japanese language specialists, as well as from interactions on social media and relevant magazine articles, forms the basis for the results presented in Table 1. This study showed significant changes in the meaning of a number of modern Japanese words by conducting a thematic analysis of these data sources, especially among young people in casual contexts. This method has shown how social and cultural elements such as pop culture and communication in the travel industry influence the development of language and the use of words today.

Language is inherently arbitrary and can change over time. Semantic changes are taking place in almost all languages, often driven by younger generations popularizing new meanings. This phenomenon is evident in the Japanese language, where young people often use words that traditionally have negative or neutral meanings, but have since taken on positive or nuanced connotations in everyday social interaction. The following table illustrates a comparison between the ancient (traditional) meanings and today's customs commonly used by young Japanese speakers.

Table 1. Comparison of the meanings of words in modern Japanese

No	Contemporary Japanese Words	Meaning of Autrefois (traditional)	Current (contemporary) significance	Background
1	やばい (*yabai*)	やばい (*yabai*), dangerous, urgent, critical	Cool, surprising, surprising (positive/negative)	The context determines emotional nuances
2	すごい (*sugoi*)	すごい(*sugoi*) Great	Really, wow (used with an exaggerated style of speech)	Widespread in everyday slang
3	えらい (*erai*)	Honorable, tall, of high rank	Really Tired / Extraordinary (Sarcastic/Informal)	Used with a feeling of fatigue.
4	ガチ (*gachi*)	From ガチンコ (*gachinko*), a new form of slang	Seriously, really	Used to watch fierce games. Such as football, volleyball, etc.
5	マジで (*majide*)	By まじめ (*Majime*) diligent	Serious? Oh really?	Expression of surprise or astonishment
6	ウザイ (*uzai*)	From うるさい (*Urusai*)	Annoying, distracting	Is a form of slang

No	Contemporary Japanese Words	Meaning of Autrefois (traditional)	Current (contemporary) significance	Background
7	神てる (*kamitteru*)	From 神がかり (*kamigakari*) God's inspiration	Crazy, wonderful, divine	The language of young people popular on social networks
8	全然 (*Zenzen*)	全然 Adverbial forms that have negative meanings, such as:	Very, really	Related to Hyougen or expressions
9	まったく (*mattaku*)	まったく Adverbial forms that have negative meanings, such as:	Oh really	Affirmative function and expression

Source: Data prepared by the author on the basis of journal articles (2025)

Table 1 shows that there have been significant semantic changes in the Japanese lexicon, especially with regard to informal use and the younger generation. Some terms expand or change their meaning, from previously negative, formal, or neutral meanings to more positive, emotional, or hyperbolic meanings. For example, the word "yabai", which once meant "dangerous" or "precarious", is now often used to denote amazement or surprise, both in a positive and negative sense, depending on the context. The tendency to shorten words or create new ones has also influenced this semantic change. For example, the word ガチ (gachi) comes from ガチンコ (gachinko) and the word マジで (majide) from まじめ (majime). This shows how language has evolved economically and efficiently according to the needs of oral communication. The emergence of terms such as 神ってる (kamitteru) also shows the influence of pop culture and social media on the creation of new expressive and hyperbolic expressions. In modern interpretations of meaning, the context of use is very important. Many of these words, such as えらい (erai), ウザイ (uzai), 神ってる (kamitteru), 全然 (zenzen), まったく (mattaku) can only be interpreted correctly in specific contexts. This shows that social and cultural contexts increasingly determine the meaning of utterances in modern Japanese.

Table 2. Summary of the results of the interview with Japanese language experts

Date	Interviewee	Method	Main results
15 April 2024	Japanese linguist A	Semi-structured interview	Semantic change that occurs in words such as やばい (*yabai*), すごい (*sugoi*), ガチ (*gachi*), マジで (*majide*), 神ってる (*kamitteru*), えらい (*erai*), ウザイ(*uzai*), 神ってる (kamitteru), 全然 (Zenzen), まったく (Mattaku) in recent decades.
April 20, 2024	Japanese Linguist B	Semi-structured interview	Through pop culture and social media, it has been determined that the younger generation is mainly responsible for the change.
May 1, 2024	Japanese Language Specialist	Semi-structured interview	emphasized the importance of context in understanding meaning and the fact that appropriate use depends on the interlocutor and the social context.
20 May 2024	Sociolinguist (expert on Japanese youth)	Semi-structured interview	found that there is a generational difference in how certain slang terms are used and understood.
12 June 2024	Teacher of Japanese Language and Society	Semi-structured interview	believed that these changes reflected changes in Japanese society and were

	a normal part of the evolution of the language.

Source: Data processed by the author (2025)

Based on Table 2 interviews with Japanese language experts on changes in the meaning of Japanese, two main points can be analyzed: The results of this study confirm and expand previous research on the dynamic nature of the language, especially the semantic changes that occur in contemporary Japanese among the younger generation. In line with the observations of Iida and Takeyama (2018) and Ota and Takano (2014), this study highlights that words such as やばい (yabai), すごい (sugoi), えらい, (erai), ガチ (gachi), マジで (majide), 神ってる (kamitteru), えらい (*erai*) , ウザイ (uzai), 全然 (Zenzen), まったく (Mattaku) have undergone significant semantic shifts, evolving from negative or formal meanings to more positive, informal, or intense uses. This is in line with (Sambuichi & Sambuichi, 2024) framework on language change, which emphasizes variation, diffusion, and the social motivations behind language evolution. On the other hand, the data in the table further suggest that the changes in contemporary use of the Japanese language are not only linguistic phenomena, but are also strongly related to social, generational, pop, and digital media. For this reason, understanding modern Japanese, especially in the context of education or tourism, must take into account the social and cultural factors that are compatible with it.

The researcher interviewed a Japanese-speaking tour guide and often takes Japanese guests of different ages to tourist attractions in South Sulawesi. The results of the interviews are presented in the Table 3.

Table 3. Results of the interview with a tour guide about changes in the meaning of Japanese

Key Point	Analysis
1. Language use in group travel	Due to possible misunderstandings in formal or group contexts, tour guides usually avoid Japanese terms that have undergone semantic changes. A diverse audience may misinterpret these altered meanings or find them inappropriate.
2. Examples and levels of courtesy	Vocabulary related to politeness, such as *Sonkeigo*, *Teineigo,* and *Tameguchi*, can be perceived differently by different age groups. When guiding younger solo travelers, tour guides often accept casual or trendy terms, but with older tourists or in groups, they tend to use more formal language.
3. Importance of consciousness	Tour guides should keep up to date with changes in the meaning of Japanese words to ensure effective and culturally appropriate communication. Lack of awareness, especially between generations, can lead to unintentional rudeness or miscommunication.

Source: Data processed by the author (2025)

From the above analysis, it can be explained that changes in meaning in Japanese are very important for tour guides; This is to ensure proper and effective communication. These changes affect not only the choice of words, but also the degree of politeness in the language. Tour guides must have a thorough understanding of the changes in the meaning of certain words and use this knowledge to adapt their language to the social and demographic context of their travelers, whether they are large groups of travelers or individual travelers, as well as to take into account the age and social status of the travelers. Thus, a general overview of the change in meaning in Japanese becomes a communication skill that tour guides can use.The tour guides emphasized the important role of the youth culture, social media and pop culture to accelerate these changes, confirming the findings of Nasution and Yusuf Siregar (2023). The influence of mass media and digital platforms such as Twitter and Instagram facilitates the rapid dissemination and normalization of new meanings, a phenomenon also noted by Vigliocco et al. (2014). Importantly, this study shows practical implications for frontline tourism actors. A thorough understanding of the change in meaning allows guides to adapt their use of language to the social context, age and composition of the tour group, thus improving communication efficiency and cultural sensitivity. This finding supports the claim of Nguyen (2020) that high-quality services in tourism depend on in-depth cultural and linguistic skills. In addition, awareness of intergenerational levels of politeness and

language preferences helps avoid misunderstandings and promotes a positive experience for travelers, reflecting the principles of cultural communication discussed by Oe and Weeks (2020).

Social and cultural changes in Japan have contributed significantly to the development of the use of words such as すごい (Sugoi),やばい(Yabai), ガチ(Gachi),マジで (Majide), えらい (Erai) , Uzai (Uzai), 神ってる(Kamitteru), 全然(Zenzen) and まった(Mattaku). One of the main factors is the shift from a highly formalized and hierarchical society to a more relaxed and egalitarian society, especially among the younger generations. This change has created space for more complementary and creative linguistic expression, allowing words with negative initial connotations to be used positively or neutrally.

Urbanization and changing family structures also play an important role. As more and more young people move to the big cities to work or study away from their families, new communities are forming that are less bound by traditional norms. In these more dynamic urban environments, informal language and slang thrive to build group identity and express itself.

Changes in the Japanese workplace have also contributed to the development of the language. The increase in the number of freelancers and start-ups has led to a more flexible and less hierarchical work culture than traditional Japanese companies. This encouraged the use of more relaxed and expressive language in professional contexts that were previously dominated by rigid and formal language.

Finally, changing social values in Japan, especially among the younger generation, have had an impact on the use of the language. There is a growing tendency to value individuality and self-expression, as opposed to traditional values that emphasize the uniformity and harmony of the group. The use of words in new and unconventional ways can be seen as an expression of the desire to express one's identity and to challenge established societal norms. The researchers interviewed five hotel employees from different hotels and offered services to Japanese tourists. In addition, they studied Japanese at vocational schools. The essence of the interviews of the five hotel employees is as follows: "Japanese tourists talk directly about the points they want, without jokes or taking too much time, so they have no problems understanding Japanese words, Japanese tourists especially in terms of hotel service, Japanese tourists rarely use words that are difficult to understand."

Table 4. Result of the interview with the hotel staff about communication with Japanese tourists

Date	Respondents	Method	Main results
July 2, 2024	Five hotel employees (different hotels)	Semi-structured interview	a. Effectiveness of communication: Japanese visitors are known for eliminating unnecessary politeness and getting straight to the point, indicating that their culture places a lot of emphasis on openness and clarity.
			b. Easy language: When interacting with the hotel staff, Japanese visitors usually use clear and helpful language and avoid technical or unusual terms
			c. Training of staff: The learning of Japanese by the hotel staff in the polytechnics has enabled them to understand the cultural specificities as well as the language, which improves communication.
			d. Cultural influence on communication: Japanese conventions place a strong emphasis on brevity and clarity, which fits perfectly with the expectations and experiences of the workforce.
			e. Sufficient knowledge of the Japanese language: Hotel employees reported no major problems in understanding Japanese visitors, which shows adequate mastery of

	the practical use of the language as part of the service.

Source: Data processed by the author (2025)

Based on the overall analysis, this interview emphasizes the effective communication between the hotel staff and the Japanese tourists, facilitated by several key factors:

1. Effective communication results from the correspondence between the direct and practical communication style of Japanese tourists and the language skills of the hotel staff.
2. The ability of hotel staff to understand both linguistic and cultural specifics facilitates effective interactions.
3. Efficiency, language skills and cultural understanding are essential elements in assessing the quality of international tourism services.

In conclusion, successful communication is strongly influenced by the compatibility between the direct communication style of Japanese tourists and the practical Japanese language skills of hotel staff.

According to qualitative information obtained from interviews with hotel staff, a quantitative approach was used to further investigate the communication experiences of Japanese tourists in Indonesia. A structured questionnaire was distributed to Japanese tourists visiting Bali and Makassar to measure their satisfaction, understanding and overall experience with the quality of communication and service. The questionnaire included questions on a Likert scale from 1 (very dissatisfied) to 5 (very satisfied), with a focus on various aspects of effective communication, cultural understanding and service delivery. The results presented in Table 5 provide additional evidence for the qualitative results and generally show positive reactions of Japanese tourists to their interactions with the frontlines of Indonesian tourism.

Table 5. Results of the questionnaire using the likert scale

NO	Respondents answer	1 Very dissatisfied	2 Unsatisfied	3 Very satisfied	4 Satisfied	5 Very satisfied
	Service satisfaction					
1	I am satisfied with the overall service provided.	4	0	4	18	4
2	The customer service staff is friendly and helpful.	0	4	4	21	1
3	The waiting time to receive the service was in line with my expectations.	0	4	3	21	2
4	My problem or question was solved efficiently.	0	0	9	15	6
	Communication					
1	The information provided is clear and easy to understand.	2	0	10	15	3
2	The staff is able to communicate well and effectively.	0	0	3	24	3
3	I feel comfortable communicating with the service staff.	0	0	6	21	3
4	The language used is appropriate and easy to understand.	0	0	15	12	3
	Understanding					
1	I have a clear understanding of the products/services offered.	0	0	5	23	2

NO	Respondents answer	1 Very dissatisfied	2 Unsatisfied	3 Very satisfied	4 Satisfied	5 Very satisfied
2	The explanation of the policies and procedures is easy to understand.	0	0	15	12	3
3	I feel like the staff understands my needs.	0	0	7	18	5
	Could					
1	Overall, my experience with this service has been positive.	0	0	6	18	6
2	I feel valued as a customer.	0	0	5	20	5
3	The service I received was as promised.	0	0	6	19	5

Source: Data processed by the author (2025)

The average score for each question and category is calculated using the data above. To determine the average score for each question, the following formula is used:

$$\text{Average rating} = \frac{\sum(frequency \times weight)}{Total\ number\ of\ respondents}$$

Explanation:
1. Frequency: The number of respondents who chose the i-th category (e.g., the number of respondents who chose "Very Dissatisfied", "Dissatisfied", etc.).
2. Weighting: The numeric value assigned to each category (for example, 1 for "Very Dissatisfied", 2 for "Dissatisfied", up to 5 for "Very Satisfied").
3. Total number of respondents: The total number of respondents who responded to the question, i.e. $\sum$ frequency.

Table 6. The average score for each question

Category	Respondents answer	Scor Medium
Service satisfaction	I am satisfied with the overall service provided.	3.60
Service satisfaction	The customer service staff is friendly and helpful.	3.63
Service satisfaction	The waiting time to receive the service was in line with my expectations.	3.70
Service satisfaction	My problem or question was solved efficiently.	3.90
Communication	The information provided is clear and easy to understand.	3.57
Communication	The staff is able to communicate well and effectively.	4.00
Communication	I feel comfortable communicating with the service staff.	3.90
Communication	The language used is appropriate and easy to understand.	3.60
Understanding	I have a clear understanding of the products/services offered.	3.90
Understanding	The explanation of the policies and procedures is easy to understand.	3.60
Understanding	I feel like the staff understands my needs.	3.93
Customer	Overall, my experience with this service has been positive.	4.00
Customer	I feel valued as a customer.	4.00
Customer	The service in Table 3 with average scores by ice category that I received was as promised.	4.76

Category	Respondents answer	Scor Medium

Source: Data edited by the author (2025)

Table 7. Average scores by category

Category	Average rating
Service satisfaction	3,71
Communication	3,77
Understanding	3,81
Customer	4.25

Source: Data processed by the author (2025)

Based on the averages in the table above, the highest score in the *Customer* with an average score of 4.25, indicating that overall customer satisfaction very positive. The second highest score, 3.81, was published in the *understanding*, suggesting that while respondents have positive perceptions, there is room for improvement in this area. All service categories received average scores above 3, indicating an overall trend towards moderate to high satisfaction with the quality of communication and service.

The shift in Japanese language use reflects broader socio-cultural changes in Japan, including a shift towards more egalitarian and expressive communication models, especially among the younger generation (Boyd & Schwartz, 2021). This linguistic flexibility, which is stimulated by urbanisation, changing family structures and changing workplace dynamics, poses challenges and opportunities for tourism service providers. As (Watkins & Gnoth, 2011) and (Imagawa & Harrison, 2021)point out, adapting tourist services to meet the expectations of contemporary Japanese tourists who value both cultural authenticity and practical convenience requires a nuanced understanding of these linguistic and societal trends.

By integrating the results of language and tourism studies, this research shows that mastering the nuances of modern Japanese not only allows for more effective communication but is also a strategic advantage for improving service quality. It allows tourism professionals to better interact with Japanese tourists, anticipate their needs and offer them personalized experiences that meet cultural expectations. Ultimately, such an approach contributes to higher tourist satisfaction, encourages repeat visits, and promotes positive word-of-mouth, thereby strengthening Indonesia's competitiveness in the Japanese tourism market. Based on the average calculations per category in the table above, the highest score was achieved in the customer category with an average score of 4.25, indicating that overall customer satisfaction is very positive. The second-highest score is in the Comprehension category, which is 3.81, indicating that this category needs improvement. In the category of all the above services, the scores are more than 3, indicating that respondents rate communication and satisfaction with the service in general quite positively to very positively.

The shift in Japanese language use reflects broader social changes in Japan, including the shift towards more egalitarian and expressive communication styles among the younger generations (Boyd & Schwartz, 2021). This linguistic flexibility, due to urbanisation, changing family structures and corporate cultures, creates challenges and opportunities for tourism managers. As Imagawa and Harrison (2021) point out, adapting services to the expectations of modern Japanese tourists who value cultural authenticity and convenience requires an understanding of these linguistic and social trends. By integrating the results of linguistic research and tourism research, this article shows that mastering the nuances of the contemporary Japanese language is a communication tool and a strategic advantage to improve the quality of service. It allows tour operators to connect with Japanese tourists in a more meaningful way, anticipate their needs and provide them with personalized experiences that respect cultural norms and preferences. This approach ultimately contributes to higher tourist satisfaction, repeat visits, and positive word-of-mouth, thus strengthening Indonesia's competitiveness in the Japanese tourism market.

Table 7. Results of the questionnaire on understanding contemporary Japanese culture

No	Respondents answer	1	2	3	4	5
1	I understand the language style of young Japanese travelers (e.g., slang, slang expressions).	0	1	7	17	5

2	I can adjust my use of Japanese depending on the age or background of the traveler.	0	0	6	18	6
3	I have sufficient knowledge of Japanese pop culture (anime, trends, social networks).	1	3	10	13	3
4	I understand that some Japanese words have different meanings depending on the context or generation.	0	1	8	17	4
5	The knowledge of modern Japanese helps me to provide better service.	0	0	5	20	5

Source: Data processed by the author (2025)

Based on the above results, most respondents rated a medium to excellent understanding of modern Japanese culture and communication methods, including:

1. Change language usage based on visitors' background and age (76% gave a score of 4 or 5).
2. 74% of respondents said they understand jargon and more recent idioms.
3. Use this understanding to offer better services (83% scored 4 or 5 points).

However, there is a small gap in knowledge about Japanese pop culture, such as anime or social media trends, with only 53% of respondents giving a score of 4 or 5. This shows that while the general understanding of the language is good, the aspects of popular culture that strongly influence the development of word meanings have not been fully mastered.

Table 8. Average scores for additional indicators related to understanding contemporary Japanese culture

Category	Respondents answer	Average rating
Cultural Understanding	I understand contemporary Japanese slang and the expressions used by young Japanese tourists.	3.85
Cultural adaptation in the service sector	The staff effectively adapts communication styles to Japanese cultural contexts.	3.92
Awareness of the impact of social media	The staff is aware of the influence of Japanese pop culture and social media on the language of tourists.	3.75
Sensitivity to politeness	The staff adjusts the level of courtesy according to the age and social background of the tourists.	3.80

Source: Data processed by the author (2025)

The additional indicators are designed to assess tourism service providers' understanding and adaptation to contemporary Japanese culture, including knowledge of slang, social media influences, and the appropriate level of courtesy. The averages for these indicators ranged from 3.75 to 3.92, reflecting a generally positive perception among respondents. An average score of over 3.5 indicates that most respondents believe that employees have a good cultural awareness and are able to adapt their communication style accordingly. For example, the highest score (3.92) in the category "Cultural Adaptation in the Service Sector" indicates that service personnel are effectively adapting their communication to the Japanese cultural context. Although these results show a satisfactory level of cultural competence, there is still room for improvement, especially in deepening the understanding of the influence of Japanese popular culture and social media on the language and behavior of tourists, who scored slightly less than 3.75 points.

Overall, these results underscore the importance of continuous cultural training and awareness raising of tourism workers to improve the quality of communication and provide services that meet the changing expectations of modern Japanese tourists.

4. Conclusion

This study shows significant semantic changes in contemporary use of the Japanese language, especially among younger generations who are heavily influenced by pop culture, social media, and changing social norms. Words that traditionally had formal or negative meanings have evolved into expressions with

positive, reinforcing or occasional connotations. These changes reflect broader societal changes in Japan, including a shift towards more egalitarian and expressive communication styles.

Interviews with Japanese language experts and frontline tourism workers confirm that understanding these changes is essential for effective communication in the tourism industry. Tour guides and hotel staff should be aware of these evolving meanings and adjust their use of language accordingly to maintain civility, clarity, and cultural sensitivity. This adaptation provides a better experience for Japanese tourists who expect clear, effective and culturally appropriate communication.

The results of the questionnaire indicate a generally positive satisfaction with service and communication, but also show areas where a deeper cultural understanding can improve interactions. Incorporating the knowledge of contemporary Japanese cultural nuances and linguistic changes into tourism services is a strategic advantage that can improve Indonesia's service quality, customer satisfaction, and competitiveness in attracting Japanese tourists.

In conclusion, mastering the nuances of contemporary Japanese language and cultural contexts is not only a linguistic necessity but also an important strategic advantage for tourism professionals. This knowledge encourages meaningful interaction with tourists, mitigates misunderstandings, and supports high-quality, culturally appropriate services that promote positive tourism experiences and repeat visits.

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