

ENGLISH LANGUAGE



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ISBN 978-623-198-565-1



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GET PRESS INDONESIA

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ISBN : 978-623-198-565-1

Editor : Yuliatrini Novita, M.Hum.

Penyunting : Ari Yanto, M.Pd

Desain Sampul dan Tata Letak : Atyka Trianisa, S.Pd

Penerbit : GET PRESS INDONESIA

Anggota IKAPI No. 033/SBA/2022

Redaksi :

Jln. Palarik Air Pacah No 26 Kel. Air Pacah
Kec. Koto Tangah Kota Padang Sumatera Barat
Website : www.getpress.co.id
Email : adm.getpress@gmail.com

Cetakan pertama, 5 Agustus 2023

Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

FEREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat accompanied by greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the writer has finished this English Language book.

This book discusses Light Technology, Culture, Mass Media, Reading for Literature and Culture, Nature and its surroundings, Teenager's Life, Social Media, Foods and drinks.

The process of writing this book was successfully completed with the cooperation of the writing team. For the sake of better quality and reader satisfaction, we really look forward to suggestions and constructive feedback from readers.

The author would like to thank all those who have supported the completion of this book. Especially those who have helped to publish this book and have entrusted it to encourage and initiate the publication of this book. Hopefully this book can be useful for the people of Indonesia.

Padang, 5 Agustus 2023

Author

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CHAPTER 1

LIGHT TECHNOLOGY

By Nenden Sri Rahayu

1.1 Introduction

Technology has become an inseparable part of our lives, permeating every aspect of society and reshaping the way we live, work, and interact. From the simplest tools to the most sophisticated advancements, technology has had a profound impact on human civilization, enabling progress, expanding possibilities, and driving innovation. In this chapter, we will explore the vast applications of technology and its transformative influence across various domains.

1.2 Communication and Connectivity

One of the most significant contributions of technology lies in its ability to connect people across vast distances. Communication and technological development have gone hand-in-hand in the entire history, and the emergence of mobile and internet services have propelled communication to exceptionally high levels (Harankhedkar, 2011). Through the development of telecommunication networks, the internet, and mobile devices, technology has revolutionized the way we communicate. Instantaneous communication through emails, messaging apps, and social media platforms has brought individuals, communities, and even nations closer together, enabling the exchange of ideas, information, and cultural experiences in real-time. The advent of video conferencing has made remote collaboration and global connections effortless,

fostering international cooperation and breaking down barriers like never before.

1.3 Education and Learning

Technology has revolutionized the field of education, transforming traditional teaching methods and expanding learning opportunities. As the result, it can make the students more interested in learning as they found something new and fun in the learning process. (Rahayu & Pratunggal, 2022). With the rise of online learning platforms, digital resources, and interactive educational tools, students can access knowledge from around the world at their fingertips. E-learning platforms provide flexible and personalized learning experiences, catering to individual needs and allowing for self-paced education. Additionally, technology has made education more inclusive, enabling remote learning for students in underserved areas, those with physical disabilities, or individuals pursuing lifelong learning outside the traditional classroom setting.

The integration of technology into education has transformed teaching methods, approaches, and strategies (Dubey et al., 2023). It has opened up new possibilities for engaging students, personalizing learning experiences, and providing access to information and resources like never before. Educational Technology companies have played a crucial role in this transformation, creating various online platforms and tools that facilitate the integration of technology into all aspects of education (Dubey et al., 2023). These platforms and tools have allowed educators to incorporate technology into their classrooms, both in-person and online, enabling them to enhance the teaching and learning process. The use of technology in education has had a positive impact on student learning (Akparibo et al., 2021). Various studies have

demonstrated that technology use in education increases student engagement.

This can be attributed to the interactive and multimedia nature of technology, which captures students' attention and makes learning more enjoyable. Additionally, technology has been shown to improve academic performance. Furthermore, technology has also played a significant role in facilitating administrative work in educational institutions. Administrative tasks such as record-keeping, scheduling, and communication with parents and colleagues have been greatly streamlined through the use of technology. Moreover, technology has proven to be a valuable tool for the teaching and development of students' knowledge and learning skills.

Educational technology has provided opportunities for personalized learning, where students can progress at their own pace and receive immediate feedback on their work. This immediate feedback helps students identify areas of improvement and allows educators to tailor instruction to meet individual needs. In order to fully realize the benefits of technology integration in education, educators must ensure effective and meaningful use of technology in their practice(Suhroh et al., 2020)

1.4 Healthcare and Medicine

Technology has had a profound impact on healthcare, revolutionizing medical practices, diagnostics, and treatment options. Advanced medical imaging technologies, such as magnetic resonance imaging (MRI) and computed tomography (CT), have enabled accurate and non-invasive diagnosis of diseases. Robotic surgery systems have improved surgical precision, reducing risks and enhancing patient outcomes. Wearable devices and health-monitoring apps have

empowered individuals to take control of their well-being, promoting preventive healthcare and facilitating early detection of potential health issues. Moreover, data-driven approaches and artificial intelligence (AI) algorithms are being leveraged to analyze vast amounts of medical data, improving disease management, drug development, and patient care.

Technological advancements have revolutionized the way healthcare professionals learn, practice, and deliver care(Charani et al., 2014). These advances have led to improved patient outcomes, increased efficiency, decreased costs, and an overall transformation of the healthcare industry. The integration of information, telecommunications, and network technologies has contributed to the development of sophisticated medical information systems(Gür et al., 2021). These systems enable healthcare providers to access and exchange patient information quickly and securely, leading to improved coordination of care and better decision-making. Furthermore, the integration of healthcare with the Internet and smart technologies has enhanced accessibility to healthcare providers(Jinan & Soheli, 2019). Patients can now have virtual consultations with doctors, access their health records online, and use mobile applications to monitor their health status

1.5 Industry and Manufacturing

Technological advancements have revolutionized the industrial sector, leading to increased efficiency, productivity, and automation. Robotics and automation systems have transformed manufacturing processes, streamlining production, and improving product quality. The Internet of Things (IoT) has enabled machines and devices to communicate and share data, creating smart factories capable of real-time monitoring, predictive maintenance, and

optimization. Advanced analytics and data-driven insights help businesses make informed decisions, optimize supply chains, and reduce waste. Technology has also opened doors for additive manufacturing, commonly known as 3D printing, enabling rapid prototyping, customization, and resource conservation.

The use of technology in industry and manufacturing has revolutionized the way businesses operate and produce goods. Technologies such as the internet of things, cloud computing, big data analytics, artificial intelligence, and 3D printing have transformed traditional manufacturing processes into more efficient and innovative operations(Valdez et al., 2019). These technologies have reinforced the importance of the manufacturing industry by enabling the manufacture of personalized and intelligent products(Valdez-Menchaca et al., 2020).

1.6 Entertainment and Media

Technology has revolutionized the entertainment and media landscape, reshaping how we consume and interact with content. Streaming platforms have disrupted traditional television and movie distribution models, providing on-demand access to a vast array of entertainment options. Virtual and augmented reality technologies have opened up new possibilities for immersive gaming experiences, interactive storytelling, and virtual tourism. Social media platforms have transformed the way we engage with news, share information, and connect with others, giving rise to a global interconnectedness and new forms of digital expression.

According to Arranyossy (2022), due to the rapid advances in internet technology and digitalization, digital entertainment has become an emerging and ever-changing field of the entertainment industry . Some forms of

entertainment have taken digital forms, including music, cinema, radio, television, games, gambling (Sadiku, 2017). Technological advancements have revolutionized content creation, enabling filmmakers, musicians, and artists to push the boundaries of creativity. Digital production techniques, such as CGI and special effects, have enhanced visual storytelling and brought fantastical worlds to life on the screen. Additionally, augmented reality (AR) and virtual reality (VR) applications have opened up new dimensions of immersive experiences, allowing audiences to step into virtual realms and interact with content in unprecedented ways. These advancements in content creation have not only expanded artistic possibilities but have also streamlined production processes, making it more accessible for independent creators to produce high-quality content.

In the realm of distribution and consumption, technology has ushered in a new era of convenience and choice. Streaming services and video-on-demand platforms have disrupted traditional broadcast models, providing users with on-demand access to a vast library of movies, TV shows, and documentaries. Social media platforms have become content channels in their own right, empowering creators to reach a global audience and engage directly with fans. Moreover, podcasting and audio streaming platforms have seen exponential growth, enabling individuals to consume audio content on a wide range of topics while on the go. Technology has democratized content distribution, giving rise to a diverse array of voices and genres and allowing users to curate their own personalized media experiences.

1.7 Conclusion

The pervasive influence of technology cannot be overstated. From communication and education to healthcare,

industry, transportation, and entertainment, technology has transformed nearly every aspect of our lives. It has amplified our capabilities, extended our reach, and facilitated unprecedented progress. However, as we continue to harness the power of technology, it is crucial to remain mindful of its ethical implications, ensure equitable access, and leverage its potential for the greater good. By embracing technology responsibly, we can shape a future where innovation, human potential, and societal well-being go hand in hand.

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CHAPTER 2

CULTURES

By Dhanan Abimanto

2.1 Vocabularies

Our **values** shape our behavior and guide our decisions in life.

[The principles and beliefs that somebody holds]



Each culture has its unique **way of life**, encompassing customs, traditions, and daily routines.

[A typical routine or pattern of behavior]

When traveling, it's essential to **soak up** the local culture to fully immerse oneself in the experience.

[Take time to absorb and enjoy experiences as much as possible]



It's important to be mindful of cultural sensitivities to avoid unintentionally **causing offense**.

[Do something that upsets others]

The preservation of **traditional** practices and customs is an essential aspect of cultural heritage.

[Part of old customs and beliefs]



Cultural **practices** vary widely, encompassing rituals, ceremonies, and social behaviors.

[Ways of doing things, often traditional]

Culture significantly influences the **lifestyle** choices and habits of individuals and communities.

[The way a person leads their life]



When visiting a foreign country, it is polite to try to **blend in** with the local customs and dress appropriately.

[Look or seem similar to the surrounding place or people]

It takes time to **acclimate** to a new culture, adjusting to its norms and expectations.

[Get used an environment, surroundings, or culture]





Familiarizing oneself with **local customs** helps in Understanding and respecting the culture of a specific region.

[Something that is done locally as part of tradition]

Different regions often have distinct **dialects** that reflect their unique cultural and linguistic heritage.

[The way that a language is spoken in a certain area]



Cultural **diversity** enriches societies by bringing together a variety of perspectives, traditions, and languages.

[Range or varitey]

Rituals are symbolic actions performed within a cultural or religious context to express beliefs and values.

[An action that is always performed in the same way]



The world is home to numerous **nationalities**, each with its own cultural identity and characteristics.

[People from a nation with a shared culture and language]

Globalization has led to the intermingling of cultures and the exchange of ideas on a global scale.

[The increasing similarity between different cultures across the world]



Stereotypes can create misconceptions and oversimplify the complexities of a particular culture.

[A fixed, often incorrect, idea about what a person or thing is like]



Politeness and good **manners** are often cultural norms that help facilitate positive social interactions.

[Polite or accepted social behavior]



Some cultural practices may be considered **bad habits** in other cultures due to different standards and beliefs.

[Something wrong that you do regularly]



The culture of a place can be deeply **steeped in** its history, traditions, and values.



[Be completely involved in or surrounded by something]



The phrase "**When in Rome, do as the Romans do**" encourages adapting to the local customs and practices when in a foreign environment.

[When you travel, act as the local people do]

2.2 Talking About Groups

Sometimes you may want to talk generally about groups of people or different nationalities. It is important that you know the correct way to do this.

2.2.1 Key Language Nationality Adjectives As Nouns

To make generalizations about people from a particular country, modify the nationality adjective. If the adjective ends in “-ch”, “-sh”, “ese”, or “-ss”, you generally add “the”. Most other nationalities take an “s”, but not “the”.



-ch/-sh/-ese/-ss

I have always been fascinated
by **Japanese** culture

The Japanese always preserve
its heritage

Most Other Nationalities

American cuisine offers
a diverse range of flavors

Americans love to enjoy
eating with all flavors



Further Examples Nationality Adjectives As Nouns



The
Spanish



The
Chinese



The
British



Arabs



Russians



Greeks

2.2.2 Write the Correct Names for the Different Groups Of People



: Germans

German



:

Brazilian



:

Korea



:

Kenyan



:

Swiss



:

Swedish



:

Dutch



:

Indian

2.2.3 Key Language “The” With Adjectives for Certain Groups



Some groups or classes of people are also referred to using nouns that have been formed from adjectives.

Rich people have bought most of the new houses in this town.

Almost all the houses here are owned by **the rich**.

Further Examples “The” With Adjectives for Certain Groups



Many charities try to protect **the poor**.



Emergency treatment for **the injured** is essential.



The media sometimes portrays **the young** as lazy.



The elderly often needs the support of their families.

2.2.4 Fill In the Gaps Using The Words In The Panel

elderly unemployed rich homeless injured young disabled

1. _____ generation plays a vital role in shaping and preserving our cultural heritage.
2. Programs are in place to support the _____ in finding employment and contributing to our culture.
3. Our culture celebrates the abilities and talents of _____ individuals, promoting inclusiveness and breaking down barriers.
4. Our culture strives to provide assistance and shelter to the _____, ensuring their basic needs are met.
5. The _____ in our culture are often seen as influential figures who have the means to support various cultural initiatives.
6. The _____ in our culture are revered for their wisdom and experience.
7. Efforts are made to provide accessibility and inclusivity for _____ individuals, allowing them to participate fully in cultural activities.

2.2.5 Reading Passage

The Social Contract: A Foundation for Harmonious Societies

In the realm of political philosophy, the concept of a social contract has played a significant role in understanding the relationship between individuals and the governing authority. A social contract refers to an implicit or explicit agreement between the people and their government, where certain rights and responsibilities are mutually recognized and upheld. This notion has been explored by numerous

philosophers throughout history, including Thomas Hobbes, John Locke, and Jean-Jacques Rousseau.



The social contract theory posits that individuals willingly surrender some of their natural freedoms to a governing authority in exchange for security, protection, and the promotion of the common good. This agreement establishes the foundation upon which societies are built, facilitating cooperation, order, and stability.

According to Thomas Hobbes, in his seminal work "Leviathan," humans in their natural state, driven by self-interest, exist in a constant state of conflict and chaos. Hobbes argues that a social contract is necessary to escape this state of nature and establish a peaceful society. In his view, individuals voluntarily submit to an absolute sovereign authority that maintains law and order, preventing the war of all against all.

John Locke, on the other hand, proposed a more liberal interpretation of the social contract theory. In his influential work "Two Treatises of Government," Locke emphasized the protection of individual rights and the consent of the governed. According to Locke, people enter into a social contract to safeguard their natural rights, such as life, liberty, and property. If the government fails to uphold its end of the contract by violating these rights, individuals have the right to resist or even overthrow it.

Jean-Jacques Rousseau introduced the concept of the general will in his work "The Social Contract." He argued that a legitimate social contract requires the participation of all

members of society, ensuring that the collective decisions reflect the common good rather than individual interests. Rousseau emphasized the importance of popular sovereignty, where the people collectively make decisions and establish laws through a democratic process.

The social contract serves as the basis for a just and equitable society. It establishes the rights and responsibilities of both the citizens and the government, ensuring a balance between individual liberty and the welfare of the community. Through the social contract, governments gain legitimacy and authority, while citizens gain protection, order, and the opportunity to participate in shaping their society.

In modern times, the social contract remains a fundamental concept in political theory and serves as a guiding principle for democratic societies worldwide. It reminds us of the mutual obligations and shared responsibilities that underpin the relationship between individuals and their governments. By upholding the principles of the social contract, societies can strive towards harmony, justice, and the collective well-being of all citizens.

Exercise

Task 1

Choose whether the statements TRUE or FALSE based on the passage above

1. The concept of a social contract involves an agreement between individuals and their government. (T/F)
2. Thomas Hobbes believed that humans in their natural state lived in harmony and cooperation. (T/F)
3. John Locke emphasized the protection of individual rights in his interpretation of the social contract theory. (T/F)
4. Jean-Jacques Rousseau argued that the social contract requires the participation of all members of society. (T/F)

5. The social contract theory suggests that individuals surrender all of their natural freedoms to the government. (T/F)
6. According to Locke, if the government violates the rights protected by the social contract, individuals have the right to resist it. (T/F)
7. The social contract theory is solely applicable to monarchies and absolute forms of government. (T/F)
8. The social contract theory aims to establish order and stability in society. (T/F)
9. Rousseau's concept of the general will emphasizes the importance of individual interests over the common good. (T/F)
10. The social contract theory remains relevant in modern democratic societies as a guiding principle for governance. (T/F)

Task 2

Answer these questions based on the passage above.

1. What is the main purpose of a social contract?
.....
.....
2. Which philosophers are mentioned in the passage as proponents of the social contract theory?
.....
.....
3. According to Thomas Hobbes, what is the natural state of humans?
.....
.....
4. How does Hobbes believe a social contract can remedy the state of nature?
.....
.....

5. What does John Locke emphasize as the rights protected through a social contract?
.....
.....
6. What are some of the key principles introduced by Jean-Jacques Rousseau in his work on the social contract?
.....
.....
7. How does Locke's view on the social contract differ from Hobbes'?
.....
.....
8. What is the significance of the general will in Rousseau's social contract theory?
.....
.....
9. How does the social contract establish a balance between individual liberty and the welfare of the community?
.....
.....
10. Why the concept of the social contract is considered relevant in modern democratic societies?
.....
.....



WHO IS RESPONSIBLE?

I often find myself overwhelmed with sadness for the plight of those in my homeland who are unable to fend for themselves. It pains me deeply to witness a society where everything seems to revolve around monetary concerns, overshadowing the essence of compassion and empathy. I am curious to know, from the depths of your heart, how does your country extend its hand to embrace and uplift the vulnerable souls dwelling within its borders?

posted by Jennie



Nguyen (Hanoi). The Vietnamese people are blessed with numerous public and private healthcare facilities that extend their compassionate hands to those who are unwell. Our culture holds a deep reverence for the elderly, and we wholeheartedly dedicate ourselves to their care and well-being. While it is true that public transportation may not always cater seamlessly to the needs of the disabled, it warms my heart to witness the innate kindness of individuals who readily step forward to offer their assistance in such situations.

Sam (Oxford). As the younger generation finds themselves increasingly consumed by the demands of work, striving to provide for their own families, precious moments to share with their parents become scarce. Despite this struggle, a deep-rooted reverence for the elderly persists within our hearts, compelling us to go to great lengths to ensure their well-being. In our earnest endeavor to exhibit our respect, we often contribute financially towards their care, understanding the significance of their presence and the sacrifices they have made for us.



Messi (Napoli). Italians hold an immense sense of pride in the way they honor and care for their elderly loved ones. It would be an unfathomable act for me to abandon my mother or father during their times of need. They have nurtured and guided me throughout my formative years, and now it is my utmost duty, fueled by an overwhelming sense of responsibility, to reciprocate that unwavering love and support.

- | | | | |
|----|--|--------------------------|--------------------------|
| 1. | Jennie frequently experiences overwhelming sadness for the vulnerable individuals in her homeland who cannot provide for themselves. | True | False |
| | | ☐ | ☐ |
| 2. | Jennie believes that her society is predominantly focused on monetary concerns, overshadowing the core values of compassion and empathy. | True | False |
| | | ☐ | ☐ |
| 3. | Nguyen asserts that the Vietnamese are fortunate to have access to numerous healthcare facilities, both public and private, that offer compassionate care to the sick. | True | False |
| | | ☐ | ☐ |
| 4. | Nguyen's culture holds a profound respect for the elderly, and they prioritize their well-being and dedicate themselves to their care. | True | False |
| | | ☐ | ☐ |
| 5. | It is true, according to Nguyen, that public transportation in Vietnam may not always adequately accommodate the needs of | True | False |
| | | ☐ | ☐ |

	disabled individuals.		
6.	Nguyen is deeply moved by the inherent kindness displayed by individuals who readily step forward to assist the disabled in their society.	True ☐	False ☐
7.	Messi believes that Italians take immense pride in the way they honor and care for their elderly loved ones.	True ☐	False ☐
8.	Messi considers it unthinkable to abandon their parents during times of need, as they have nurtured and guided them throughout their formative years.	True ☐	False ☐
9.	Messi feels an overwhelming sense of responsibility to reciprocate the unwavering love and support received from their parents.	True ☐	False ☐
10.	Sam acknowledges that as the younger generation becomes increasingly consumed by work and family responsibilities, quality time with parents becomes scarce, but they hold a deep respect for the elderly and strive to ensure their well-being, often providing financial support.	True ☐	False ☐

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CHAPTER 3

MASS MEDIA

By Sandi Pradana

3.1 Introduction

Mass media is an inseparable entity of modern life. In this chapter, we will explore the role played by mass media in today's society. We will discuss various important aspects, from its function and influence to the recent challenges and changes it faces. In an increasingly advanced digital age, mass media faces significant transformations, which we will explore further.

The history of mass media encompasses media development over time, illustrating a significant shift from traditional print media to increasingly dominant electronic and social media forms. We will define mass media and identify its primary functions, including providing information, education, entertainment, and surveillance of governments and institutions of power. In addition, we will also discuss the role of mass media in shaping public opinion, influencing trends and culture, and their impact on social change. Along with technological changes and the emergence of online platforms, mass media faces new challenges, such as the spread of fake news and changes in media consumption patterns. However, during these changes, mass media still has great potential to shape and influence society.

3.2 Understanding Mass Media

Mass media is any form of communication to convey a message to a mass audience. Biagi (2014) explains that it covers various platforms and channels, such as newspapers, magazines, television, radio, and online. Mass media is essential in providing access to information to the broader community. Mass media, news, reports, and articles can be effectively communicated to a broad audience, helping them stay current with local, national, and international events (Cangara, 2012).

In addition, Sanusi and Esiri (2015) explain that mass media also plays a role in educating the public. By providing informative and in-depth content, mass media can help convey knowledge and broaden the horizons of readers or viewers. For example, through educational programs on television or educational articles in newspapers or weblogs, mass media can provide helpful information on topics such as science, history, health, and so on (Pradana & Ashadi, 2019).

Mass media also has a significant entertainment function. In a busy and stressful modern society, mass media provides entertainment that can be a pleasant escape. Television shows, movies, music, and stories in entertainment magazines provide fun and entertain the audience. This function of entertainment also plays a role in building popular culture, creating trends, and influencing people's lifestyles. Thus, mass media can shape consumer tastes and preferences in various aspects of life (Maguire & Matthews, 2010).

Finally, mass media also has a crucial supervisory function in society. As the fourth pillar of democracy, the mass media is essential in monitoring government activities and other institutions of power. Mass media strengthen government accountability and transparency by reporting cases of corruption, human rights violations, and social injustices. In addition, mass media also plays a role in fighting

for the public interest and giving voice to groups that are less heard in society.

3.3 History of Mass Media

The history of mass media is an essential foundation for understanding its evolution and influence on society. Mass media has undergone significant changes from print media such as newspapers and magazines. Finnemann (2011) describes, In the 20th century, electronic media such as radio and television appeared, bringing about significant changes in communicating and accessing information. Then, with the advent of the internet and online platforms, mass media increasingly integrates itself with digital technology.



Picture 3.3. Newspapers (Photo by AbsolutVision on Unsplash)

The development of mass media also includes a transition from centralized news delivery to a diversity of sources and points of view (Baran, 2011). Earlier, information was controlled by a few large outlets, but now with the

advancement of technology, individuals can quickly spread their news and content through social media and video-sharing platforms. It gives individuals the power to contribute to forming a public opinion (Wright, 2009).

In addition, Danesi (2018) explains that mass media has become a mirror of cultural and social change. For example, in the era of print media, magazines and newspapers colour popular culture and influence fashion, music, and lifestyle trends. Later, television brought significant changes in the way we consume entertainment and information. The digital age opens the door to people's active participation in content production and triggers changes in how we interact with media (Kristensen, 2014).

As technology evolves, mass media continues to adapt to stay relevant. The move from traditional media to online platforms has changed the media business model and presented new challenges, such as data leaks and hoaxes. At the same time, however, technology also enables complete access to news and information and accelerates the dissemination of messages through social platforms (Newman, 2011; Tsimonis & Dimitriadis, 2014).

By understanding the history of mass media, we can see how its role and influence have changed over time. It provides insight into how mass media will continue evolving with ever-advancing technologies, consumer preferences, and needs shifts.

3.4 Mass Media Functions

Spitulnik (1996) stated that mass media has several essential functions crucial to society. First, the informative function of mass media provides access to the public to get accurate and up-to-date news and information. Through objective and comprehensive reporting, mass media helps

people stay updated about current events at the local, national, and international levels. This function is essential in helping people form a comprehensive understanding of the world around them.

Furthermore, the educational function of mass media plays a role in conveying knowledge and information to the public, as Aggarwal (2001) explained. By providing in-depth and diverse content, mass media can help increase people's insight and understanding of various topics, including science, history, art, and culture. Goldfarb (2002) also added that mass media play an essential role in supporting the learning process outside formal educational institutions through educational programs on television, articles, or documentaries.

The function of entertainment is also an essential aspect of mass media. Mass media provides entertainment and fun to the public in a busy and stressful society. Television shows, movies, music, and other entertainment content provide convenience and escapism that can entertain audiences. Mass media's entertainment function also shapes popular culture and creates fashion, music, and lifestyle trends.

Lastly, the oversight function of mass media involves a critical role in overseeing the activities of government and institutions of power. The mass media plays a role in exposing corruption, human rights violations, and social injustices (Dipeolu *et al.*, 2015). By voicing the voices of underheard people, mass media can play an important role in championing the public interest and strengthening accountability in government. The oversight function of mass media is a strong foothold in safeguarding democracy and promoting transparency at the government level.

3.5 The Role of Mass Media in Society

Mass media shapes public opinion and social change (Wang *et al.*, 2015). First, as information and news providers, mass media can shape people's perceptions and understanding of relevant issues. By disseminating balanced and objective news, mass media can influence how people perceive a particular event or issue and help shape public opinion and views.

In addition, mass media also acts as an agenda setting. Mass media has the power to determine the topics discussed in society. By highlighting or ignoring an issue, the mass media can direct people's attention to certain things. This impacts the public agenda and the discussion of critical societal issues (McCombs & Valenzuela, 2020; Mrogers & Wdearing, 1988).

Furthermore, mass media plays a role in influencing trends and culture. Mass media plays an essential role in shaping people's tastes, preferences, and lifestyles through the content presented, such as movies, music, fashion, and lifestyle. Mass media can create new trends, elevate famous figures, and influence consumer behaviour in daily life (Ohiagu & Okorie, 2014).

Not only that, Koopmans (2004) explained that mass media can also act as agents of social change. In many cases, the mass media has brought important issues to the public's attention that may have previously been overlooked or unnoticed. Mass media can trigger changes in attitudes, policies, and social behaviour through investigative reports, awareness campaigns, or in-depth coverage. In this sense, mass media serve as a voice for groups that are less heard and can drive collective action for the more significant cause of social change (Bimber *et al.*, 2005).

With its essential role in shaping opinions, bringing about social change, and influencing trends and culture, mass

media has great power and responsibility in maintaining balance, objectivity, and integrity in conveying information to the public.

3.6 Ethics and Responsibility of Mass Media

The ethics and responsibility of the mass media play a crucial role in ensuring that the information conveyed to the public is accurate, objective, and harmless. First, the mass media must adhere to honesty and integrity in reporting the news. They must present facts with objectivity and not distort information for particular interests. Putting truth first and avoiding mistakes are ethical principles that must be applied in all aspects of journalism (Bandura, 2009; Baran, 2011).

In addition, the responsibility of the mass media also involves responsible reporting on sensitive and controversial issues. The mass media must consider the social impact and potential harm of irresponsible reporting. They should respect the privacy of individuals and groups and avoid unfair or discriminatory judgments (McQuail, 1997).

The ethics and responsibilities of mass media also involve providing adequate space for different points of view and opinions. Mass media should strive to include multiple perspectives in their reports so that the public can get a fuller picture and form their own opinions. Diversity of opinion and freedom of expression are essential values that must be upheld in mass media practice (Van Cuilenburg & McQuail, 2003).

Finally, the responsibility of mass media involves protecting the public from the spread of fake news or hoaxes. Mass media must carefully verify and validate information before disseminating it in a digital age filled with quickly disseminated information. Promoting the truth and avoiding the spread of misleading information or deceiving the public is an essential responsibility that the mass media must carry.

By applying ethics and carrying out high responsibilities, mass media can build public trust, maintain the integrity of the journalist profession, and play a constructive role in shaping a more aware, informed, and actively participating society in public life.

3.7 Influence of Mass Media

The influence of mass media is very significant in shaping public opinion and behaviour. First, the mass media has the power to shape the public agenda. By determining the topics discussed and providing in-depth reporting, mass media can direct public attention to specific issues. This affects the public agenda and the discussion of critical issues (McCombs & Valenzuela, 2020).

In addition, mass media can also influence public perception of an issue or event. Mass media can shape public opinion and views on a topic by presenting different news and points of view. People tend to form their understanding based on information received through mass media, so the media strongly influences people's perceptions.

Furthermore, mass media also plays a role in shaping people's behaviour and lifestyle. Mass media influences consumer preferences, shopping styles, and purchasing decisions by presenting entertainment content, advertisements, and trends. For example, given to Riegner (2007), advertisements for food products that often appear in mass media can affect people's eating habits, especially children. Mass media can influence society's fashion trends, lifestyles, and consumption habits.

The strong influence of mass media requires the media to be responsible and prioritize ethical principles in conveying information to the public. People need to develop good critical and media literacy to recognize the influence of mass media

and understand how they can choose information wisely and form opinions based on in-depth knowledge.

3.8 Recent Challenges and Changes

Mass media faces significant challenges and changes in the digital age and an online-connected society. One of the main challenges is the spread of fake news or hoaxes that can quickly spread through online platforms. This threatens the integrity and trust of the public in the information received from the mass media. The mass media needs to adopt effective strategies to combat the spread of fake news and increase media literacy among the public (Roberts, 2019).

Webster (2014) added that changes in media consumption patterns are also challenging for mass media. In an era where information and entertainment are instantly available, people tend to consume news and content through digital platforms, such as online news sites, social media, and video-sharing apps. Traditional mass media, such as newspapers and magazines, face declining readership and advertising revenue. Therefore, mass media must adapt to this shift and develop innovative strategies to stay relevant and interest audiences in the digital age.

Technological changes are also affecting mass media and business models. Revenue from traditional advertising is decreasing, while new business models such as digital subscriptions and paid content are growing. The mass media must find ways to generate sustainable revenue while providing open access to information and news that matters to society. They must also consider ethics and responsibility in handling user data and privacy in the digital age (Webster, 2014).

In addition to these challenges, changes in media regulation also affect the mass media. Some countries have

adopted laws and policies governing social media, user privacy, and content diversity. Mass media must operate within an evolving regulatory framework and adhere to high standards of journalism ethics. They also need to maintain the independence and freedom of editors in the face of political or commercial pressures that might affect the content produced (Van Cuilenburg & McQuail, 2003).

In the face of these challenges and changes, mass media also has an excellent opportunity to innovate and transform. They can harness the power of technology to create more interactive experiences, target more specific audiences, and expand their scope through digital platforms. The mass media must prioritize journalism's integrity and public trust as the primary foundation for societal roles and functions.

3.9 Mass Media Regulation and Control

Regulation and control of mass media are essential to maintain balance, accuracy, and ethics in delivering information to the public. First, mass media regulation can ensure that the media carry out their responsibilities professionally. With clear regulations and standards, mass media must adhere to honesty, integrity, and objectivity in reporting the news. Regulations can also limit the spread of fake news or hoaxes that can harm the community (Encabo, 1995; Sambrook, 2012).

In addition, mass media control may involve independent agencies tasked with monitoring and evaluating media performance. These institutions can monitor and assess the content presented by the mass media, whether through news, entertainment programs, or advertisements. Through close supervision, mass media can be reminded and sanctioned if they violate journalistic ethics or advance particular interests by ignoring the public interest (Belsey & Chadwick, 1992).

Regulation and control of mass media can also involve public participation. The community is essential in providing input, reporting violations, or submitting complaints against mass media content. By strengthening public participation, control over mass media becomes more transparent and involves a broader range of stakeholders. This can help maintain mass media accountability and ensure public interests precede the news and content presented (Campbell *et al.*, 2011).

Regulation and control of mass media is not an attempt to censor or restrict freedom of speech but to maintain integrity, ethics, and the public interest in media practices. In an increasingly complex environment with technological advances, effective regulation and control can maintain the quality and reliability of mass media and protect the public from disseminating information that is inaccurate, harmful, or violates journalistic ethics.

3.10 Mass Media and the Digital Age

Mass media and the digital age have a close relationship and influence each other. First, the digital age has changed how mass media convey information and interact with society. With the advancement of technology, mass media have adopted digital platforms such as websites, social media, and mobile applications to spread their news and content. This gives the public real-time information and follows the latest developments (Cornelissen, 2020).



Picture 3.4. Digital Media (Photo by Austin Distel on Unsplash)

In addition, Freedman (2010) also stated that the digital era provides opportunities for people to participate in mass media content actively. Through social media and content-sharing platforms, individuals can become producers and disseminators of their information. This changes the traditional paradigm where mass media is the only primary source of information. The public can share news, comment on, and discuss specific topics, thus creating a more democratic and dynamic information environment.

However, the digital age also brings new challenges to mass media. Fake news can quickly spread on digital platforms, blurring the lines between true and false information. The mass media must counter the spread of inaccurate information and ensure truth and reliability. In addition, with the advent of digital platforms, competition in the mass media industry has become fiercer, and revenues from traditional business models such as advertising and newspaper sales have been reduced. The mass media must find new strategies to survive and adapt to these changes.

In the digital age, mass media is essential in helping people filter and understand the vast abundance of information. By utilizing digital technology wisely, mass media can remain a trusted source of information, promote broader public participation, and engage the public in forming news and content. Mass media must maintain integrity, ethics, and quality in conveying information in the ever-evolving digital era.

3.11 The Future of Mass Media

The future of mass media is predicted to continue to undergo significant changes and transformations. First, with technological advancements such as artificial intelligence, virtual reality, and the Internet of Things (IoT), mass media can bring more immersive interactive experiences to society (Shin & Biocca, 2018). Immersive and personalized multimedia content may become a trend where users can actively engage in the content they consume.

In addition, technological developments will also affect the business model of mass media. To find a sustainable source of income, mass media might adopt a paid subscription model, replacing the traditional advertising model. Mass media can offer premium content, exclusive access, and a better user experience through digital subscriptions. It also provides an opportunity to strengthen the connectedness between mass media and their audiences.

Furthermore, Katz (1973) explained that people's participation and contribution to forming mass media content would be increasingly important. With increasingly sophisticated platforms and tools, people can become curators, producers, and disseminators of their information. Mass media can take advantage of collaboration with the community in creating content that is more inclusive, diverse, and oriented to

individual needs and interests. This will strengthen public involvement in journalism and produce more relevant and authentic content.

Mass media will face more complex ethical and regulatory challenges in the future. In the era of fast and complex information, mass media must maintain integrity, accuracy, and transparency in conveying information to the public. Strict regulation is needed to ensure that the mass media carry out their responsibilities appropriately and not abuse their power. Journalistic ethics will also be an important foothold in facing challenges that arise in the future (Bhat *et al.*, 2019; Moser, 2010).

Overall, the future of mass media will be driven by technology, community participation, and the need for relevant and authentic content. Mass media must constantly adapt to change and leverage innovation to improve their audience's experience. By maintaining integrity, ethics, and quality, mass media can remain a force that plays an essential role in shaping public opinion, providing valuable information, and influencing future social change.

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CHAPTER 4

READING FOR LITERATURE AND CULTURE

By Marnina

4.1 Introduction

Reading is a very important literacy skill because of the benefits an individual can obtain. Mastering of good reading strategies encourage and lead individuals to become successful lifelong readers. (Sahetapy, 2011) says that, "when children read for pleasure they acquire and enhance "language skills" involuntarily and without conscious effort. They gain a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good reading and writing style, and most importantly become book lovers". Reading is a language process requiring the understand of written language. By reading people get much information, ideas and also know what kinds of situations in the world. In learning English there are four skills should be mastered. They are speaking, listening, reading and writing.

Reading is not just passive and receptive processes, but an active and interactive process between the reader and the writer through the medium of a text. (William, 2018) states that reading is a process whereby one looks at and understands what has been written it in. Reading is the window of the world. By reading people get much information, ideas and also know what kinds of situations in the world. As long life learning skills, reading goes beyond decoding and comprehension to interpretation and development of new.

(Grabe, 2019)states that reading is the ability to draw meaning from printed page and interpret this information appropriately. It means comprehending and interpreting the information of the text are important. It implies that students need to learn a considerable amount of information from a text. Reading is a language process requiring the understanding of written language(Harmer, 2018). Literature plays a very important role in teaching four basic language skills like reading, writing, listening and speaking.

However, when using literature within the language classroom, skills should never be taught in isolation but in an integrated way. Literature is derived from the Latin word, *litteratura*, meaning writing formed with letters, literature most commonly refers to works of the creative imagination, represents the culture and tradition of a language or a people. Definition of literature in Collins English Dictionary is “Literature is written material such as poetry, novels, essays, etc, especially works of imagination characterized by excellence of style and expression and by themes of general or enduring interest. In other hand, literature springs from human in born love of telling a story, of arranging words in pleasing pattern of expressing in words some special aspect of human experience.

Based on three definitions mentioned above, it can be concluded that literature is an expression of thought and feeling, literature is also related to life experience, the words used in literature is very powerful, effective and even compelling and also literature provides entertainment and inspires the hidden facts. By studying literature, a person knows the meaning of life. Literature teaches to care and empathy. Religious teachings and moral values can teach without the impression of patronizing.

Literature is also benefit to expand knowledge because it presents stories based on real world condition, literature also stimulates the brain to visualize every scene that occurs in it, it

is very useful to train the imagination. By Reading literary works, the brain will be stimulated to think more deeply, especially when the novel that is read contains many allegories that are difficult to understand. Reading a literary novel makes the reader think hard to understand the message contained in it. Because in literary novel, the message is conveyed in a metaphorical form, then the reader has different interpretation of the message.

Annie Murphy adds reading literature makes person smarter and nicer based on a study conducted by Raymond Mar, a Professor emeritus of cognitive psychology at the University of Toronto, reported that individuals who often read fiction appear to be better able to understand other people, empathize with them and view the world from their perspective. There are a number of different branches of literature such as fiction, drama and poetry. Literature has reported many definition of culture. There is no agreement between all the studies on which is the right definition. It has been determine according with the definitions a better understanding of culture lead to better performance in many areas such managing relationship, management, operations, marketing and many others. The success of any organization is based on the company's ability to develop activities not only according with the organizational culture also with the foreign cultures itself. Many companies and countries can set themselves to succeed is they take advantage to understand the term culture.

4.2 Definition of Culture

Culture is important for all the things we do in this world. The beliefs that create religion, wars, the way of life and many challenges. The first thing have to define is culture and

why is it important in the work life. Culture is a notoriously difficult term to define.

Culture is contested phenomenon which is understood to mean different things by different groups. It is the integrated pattern of human knowledge, beliefs and behavior. Culture consists of shared values, beliefs, knowledge, skills and practices that underpin behavior by members of a social group at a particular point in time. Culture consists in patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts: the essential core of culture consists traditional (i.e historically derived and selected) ideas and especially their attached values(Kluckhohn, 2019).

Culture refers to society and its way of life. It is defined as a set of values and belief or a cluster of learned behaviors that share with others in a particular society, giving us a sense of belongingness and identity. (Bodley, 2009)adds three basics components of culture, namely: what people think, what they do, and the material products they produce. All forms of culture exhibit unique ways and value systems that aid and affect individuals in their perception and reaction to different life circumstances.

Culture at its most basic level can be defined as shared symbols, norms and values in a social organization(Walsham, 2002). (Hall, 2009)define culture as a system for creating storing, and process information. National culture refers to deeply set of values that are shared by members of a nation (Gurung A, 2006).What form cultures take depends on what individuals humans can think, imagine and learn as well as on what collective behaviors shape and sustain viable patterns of life in ecosystems.

Culture is the expression of our nature in our modes of living and thinking. It may be seen in our literature, in religious

practices, in recreation and enjoyment. Culture has two distinctive components, namely material and non material. Material culture consists of objects that are related to the material aspect of our life such as our dress, food and household goods. Non Material culture refers to ideas, ideals, thoughts and belief. Culture varies from place to place and country to country. Its development is based on the historical process operating in a local, regional or national context. For example, we differ in our ways of greeting others, our clothing, food habits, social and religious customs and practices from the West. In other words, the people of any country are characterised by their distinctive cultural traditions.

Characteristics of Culture: (1) Culture is a learned behaviour; (2) Culture is abstract; (3) Culture is a pattern of learned; (4) Culture is a product of behaviour; (5) Culture also includes material objects; (6) Culture is shared; (7) Culture is a way of life; (8) Culture is a human product; (8) Culture is a human product; (9) Culture is idealistic; (10) Culture is transmitted; (11) Culture is continually changing; (12) Culture is variable; (13) Culture is an integrated system; (14) Language is the chief vehicle of culture. Function of Culture: (1) Culture defines the situation; (2) Culture defines attitude, value and goals; (3) Culture defines myth, legends and the supernatural; (4) Culture Provides behavioural principles. Cultural development is a historical process. Our ancestors learnt many things from their predecessors. With the passage of time they also added to it from their own experience and gave up those which they did not consider useful. We in turn have learnt many things from our ancestors. As Time goes we continue to add new thoughts, new ideas to those already existent and sometimes we give up some which we don't consider useful any more. This is how culture is transmitted and carried forward from generation to next generation.

General Characteristics of Culture: (1) Culture is learned and acquired is culture acquired in the sense that there are certain behaviours which are acquired through heredity; (2) Culture is shared by a group of people: A thought or action may be called culture if it is shared and believed or practiced by a group of people; (3) Culture is cumulative; different knowledge is added in the particular that passes from one generation to another; (4) Culture changes: there are possibilities of cultural changes within the particular culture as time passes; (5) Culture is dynamic: Culture is changing constantly as new ideas and new techniques . this is the characteristics of culture that stems from the culture's cumulative quality; (6) Culture gives us a range of permissible behaviour patterns: it involves how an activity should be conducted, how an individual should act appropriately; (7) Culture is diverse: it is interdependent with one another forming culture as whole that has several mutually parts; (8) Culture is ideational: lays down an ideal pattern to gain social acceptance from the people with the same culture.

4.2.1 Important of Culture in Human Life

Culture is closely linked with life. Culture is is made up traditions, beliefs, way of life, from the most spiritual to the most material. Without culture, there would be no humans. Human beings are creators of culture and at thence makes same time, culture is what makes us human. A fundamental element of culture is the issues of religious belief and its symbolic expression. As the world is becoming more and more global and we coexist on a more global level one right way of living or that any one is valid. The need for coexistence makes the coexistence of cultures and belief necessary. In order to not make such mistakes the best thing we can do is get to know other cultures, while also getting to know our own. The three eternal and universal values of Truth, Beauty, and Goodness are closely linked with culture. It is culture that brings us closer to

truth philosophy and religion it brings beauty in our lives through the Arts.

Culture and everyday life are inextricably intertwined. Humans would not exist if it weren't for culture. Traditions, beliefs and ways of life, ranging from the most spiritual to the most material, make up a person's cultural identity. Humans being are the architects of culture, and culture. The issue of religious belief and the symbolic manifestation of that conviction is a key feature of culture. Culture is closely connected with the lives of the individuals. The role of culture in the lives of the individuals is to make them emerge into moral, ethical and productive human beings. Through culture, the individuals are able to generate awareness that they need to make use of their educational qualifications, competencies and abilities in the best possible manner to achieve the desired goals. Culture includes, traditions, norms and values which need to be identified in order to implement tasks and activities in an effective manner.

4.3 Definition of Literature

Literature is understood in multiplicity of ways. It is a body of written and oral works, like novels, poetry or drama that use words to stimulate the imagination of the reader and provide of life. Good literature is believed to demonstrate artistry and to have the power to raise questions and debates, provides new points of view and the reader expands to the whole world and spirit. Literature is any factual, imaginative and creative work about people's life and what they have done in their lives as an achievement, what they have believed, and what they have created or have thought to create.

Literature is a multitude of works that are written in; books, newspapers, or articles; spoken, acted, filmed, sung or drawn as cartoons on television. Literature can be lived

through different varieties of media; audio, audiovisual, oral and so on. It is an expression of culture because it conveys the human knowledge, beliefs and behaviors. Many authors, critics and linguists have puzzled over what literature is. One broader explanation of literature says that literary texts are products that reflected different aspects of society.

Literature is the imaginative work that pictures the human life in a society which can be enjoyed, understood, and used by society. Literature is a means of social expression, a mirror of life and interpretation of human expressions that help understand how to live. Literature can be divided into two major categories; they are fiction and non fiction. Fiction is literary works that is not based on the true story. While non fiction is literary works that is based on the true story. Some examples of fiction literary are novels, short story, poetry, drama, movie etc. Some examples of non fiction literary are personal essay, history, biography and autobiography.

According to (Pradopo, 2014) the literary work is a the picture of the world and human life, the main criteria that are put on the literary work is truth, or everything that wants to be a picture by the author. Literature introduces us to new words of experience means that the literary works is an immediate part of the literary environment, the aggregate of all the socially active literary works of a given epoch and sosial group. From a strictly historical point of view the an individual is a dependent and therefore actually inseparable element of the literary environment (Morris., 2015). The definition of Literature is a medium through which a the person can convey his or her ideas or protest against different norms of society. Those works that deal with a normal issue are particularly purposed in mind. An author can communicate with the readers of a literary work if they can understand what the author wants to send.

Literature represents and pictures out various aspects of life, literary means not only what is written but what is voiced, what is expressed, what is invented, in whatever form.

4.4 Relationship Between Language and Culture

The phenomena of language and culture are deeply related by many ways. Language is determined by culture and culture is determined by language.

According to its complex nature, Nieto defines culture as a shape in meaning term and it has not one stable definition, it can mean different things to different people and in a different context. Other scholar in other fields defines it as a social knowledge that unconsciously acquired by a group of individuals in the same society where they share the same ideas, beliefs and even their way of life.

Culture is highly required and important in our daily life because of its big vitality and importance to understand the world's views of life. In general, culture is not an easy issue to answer; it is a vast and a deep sea according to the scene and the angle that want to define culture through it.

4.5 Role of Literature in English Language Teaching

Literature is considered as a rich source of 'authentic material' because it transfers two features in its written text: first one is 'language in use,' that is to say, the use of linguistics by those who have mastered it into a fashion intended for native speakers; and the second is an aesthetic representation of the spoken language which is meant to represent language within a certain cultural context.

A literary text provides students with a clear ideas about the syntactic structure of a written text and how far the written language differs and shapes from the spoken one. By getting

used of the sentence function, the structures of a paragraph and the section, their writing skill develops and their speech skill acquires fluency. Students expand their vocabulary and grammar base by being exposed a literary text.

That is to say, the process of “language enrichments” automatically leads to the process cultural enrichments, because looking up for words in a literary text leads for the looking up for cultural context. In an efferent reading, the literary text provides a diversity of information regarding the geographical location of the portrayed culture. Students, while reading get an idea about the story and its historical background and even the way of life that took place at that time. So, they develop insight into the country that speaks the target language they are learning.

Moreover an efferent reading emphasizes on the descriptions of architecture, weather, dress, decoration, custom, and traditions and other things, in which it helps the learners to enhance vocabulary, language and a cultural insight. There are two major disadvantages: (1) an efferent reading keeps the students alienated and separated from the text and language, as it prevents what (2) cultural insight is very superficial according to the nature of the efferent reading, since readers only follow the steps provided by the text itself, so missing the inter textual references and sources that are provided by the literary work.

In order to avoid this lack in the classroom, the efferent reading must be connected and must have a relationship and even supported by the virtues that are offered by an aesthetic reading. Another institutional perspective, in the efferent reading the text is viewed as a finished and closed object that a students can only contemplate passively from the perspective established by the teacher. An aesthetic reading helps the students make connection between the culture implied in the literary text that they are dealing with and their own cultural

context and make them recognize the influence that occur to their identity due to the literary work and the target language.

4.6 Role of Literature in English Language Teaching

The debate about the necessity of teaching culture in English classroom and included in a language classroom is from a long past. Culture offers ELT a vast view of perspective that can be employed to enhance and develop the dynamics of a class; even more undergraduate students, who have already chosen a specific study and tackle specific case in the field and may show hatred and ignorance to a teacher's ambitious lesson plan if they do not take it as relevant or important. So, it is important to know the methods that a teacher might employ in order to avoid teaching meaningless symbols or symbols to which the student gets the wrong meaning.

Building Reading Skills

Students must practice reading regularly to build and enhance their reading skills, because reading literature provides another path for this simple practice. Particularly during early reading instruction, teachers who read literature in their class aim to help students hone these all important skills. (Marnina, 2019)

Create Connections

Reading literature is not just learning about the literary works themselves, but also about learning how the world works and runs. Through exploration of literature, learners will have the chance to put themselves in others people's life, giving them the chance to see how people are connected and to make them better understand the structural complex of the human relationship.

Create Students' Enjoyment

Students can find enjoyment in reading literature and its works, teachers must carefully select their literary works that will be taught in the classroom, to show how these works are enjoyable for reading them. Because students don't need to read words that fill the pages in books, the need to live events and experience facts through imagining and enjoy those works because this is the only way to make them motivated to understand and continue reading these literary writings.

In a word, through the discovering of literature, students can immerse themselves in the world more than any they have seen before, because literature provides multiplicity of benefits for them, through conveying cultural context, building their grammatical rules, enhancing critical thinking, blending them in the world and connecting them with societies.

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CHAPTER 5

NATURE AND ITS SURROUNDINGS

By Yohanes Tuaderu

5.1 Nature And Its Tremendous Power

Nature can bring bad and good effects to human life. On the one hand, nature can destroy whatever around it, but on the other hand, we can use the super-power or the great forces possessed by nature to make life easier. In this chapter, the writer will explain the two sides; the first part about nature and its destructive power, and in the second part is the empowerment of natural forces for the ease of human life.

5.1.1 Nature and Its Destructive Forces

No one may deny that the nature where we live in keep a tremendous power that any tool of measurement cannot measure it. How can it possible for us to put the water from Niagara Falls into a certain container only to count how much water flows from the waterfall in a minute? How big is the tool to be used? And how can we accommodate all the water of a minute of the Falls? Then, how do we measure the electric power of a lightning flashing in the rainy season? What kind of tool can be used? Both the water of Niagara Falls and the lightning of the rainy season are only two of the many examples of the power of nature that we may see and feel in our life.

The fact that nature is very powerful can be seen in Rehm (2021) saying that there are four fundamental powers of nature that act on us every day regardless we realize them or not. They are Gravity, the Weak Force, Electromagnetism, and the Strong Force. As lay people, we may answer a kid's question, "Why does the ball that I throw up to the air can fall back to the ground?" by saying that it happens like that because

things cannot hover on air if they do not have wings like birds or aero planes. “How about tiny cotton? It flies to the sky by the help of wind blowing”, the kid continues. And we reply, “Ya, of course, because that tiny cotton is very light so it is easy to fly up to the air although it does not have wings. Only things that have mass can fall to ground”.

Here, we face a fact that even children of very young ages may question the power of nature called gravity because they can feel and see it through things falling onto the earth. The questions can become much more difficult and complicated when we ask about the weak force, the electromagnetic force, and the strong force. Not all people, for instance, can explain how atomic bomb and nuclear power can have a very severe destructive strength and can become a very serious threat to human beings in war time. And we know that these two powers – atomic bomb and nuclear bomb – are humanmade forces. We deserve to admire these human achievements in creating artificial powers and are really proud of other technological inventions of scientists of the last two or three centuries but we also believe that these forces and those inventions are only of a very small scale of the natural forces mentioned above.

The fact that we may see in the natural documentaries – including what is shown by *National Geographic* channel – that tell the very strong of the power of nature proves that our lives can be so fragile and unstable before that kind of strength and force. We cannot control, let say, the tsunami waves that may occur any time in the coastal area all around the globe. Landslide is possible to happen in mountainous regions during the rainy season without any capability of humans and their technologies to prevent it. Big flood attacks the citizen of small and big cities in the world every year. More and more, again and again natural disasters kill people and destroy their environmental surroundings everywhere without any humanmade power and force can stop them.

Most of us watched a fiction disaster film produced by Centropolis Entertainment and distributed by Columbia Picture in 2009 entitled as **2012**. Of all the messages that this film intended to deliver – including the Doomsday predicted based on the Mayan calendar – is to warn us that our nature keeps a very huge power that can destroy the entire surface of the earth in minutes. We still remember how skyscraper buildings collapse and change into ruins in counting of seconds; or highways and bridges break into pieces in a very short time; or the disappearance of the mass of humans who are running helter-skelter to save themselves but then disappear from our sight swallowed up by the earth which suddenly gapes so wide like a giant's mouth. Very terrible.

Richards (accessed in 2023) explained that there are 10 very large natural forces that he mentions as the Ten Freaky Forces of Nature: *the mother of all tornadoes* with wind speeds of 511 km per hour near Oklahoma City in 1999 which can stop train cars running at high speed or pull-out grass and its roots from the ground; *dodge ball* - chunks of ice the size of baseballs formed in a hailstorm and killed hundreds of people around Himalaya mountains about 1000 years ago; *light show* – a giant aurora with the ring of 19,312 kilometers in diameter seen by people near North polar regions; *rain of frogs* – small frogs rained on a town in Serbia that is believed by scientists as an event which can happen when waterspouts and tornados suck up the surface of a lake or swamp and then fly the water animal of the lake up to the air and drop them anywhere; *flaming twisters* – fire whirls thrown by a tornado that can be 15 meters wide and grow as tall as a 40-story building; *gassy situation* that happen when a pyroclastic (a cloud of gas that can reach temperatures above 537 degrees Celsius) flows to the lowland after a volcano eruption as fast as 80 kilometer per hour; *snow ball factory* - occurred when wet snow falls on ground that is icy or very cold and change into big snow ball as it is swept by

strong wind; *deep sea jacuzzies* - underwater hot springs, called hydrothermal vents, occur when water seeps through cracks in the ocean floor after being heated by magma inside the earth; *mystery wave* – a very strange high wave (can reach as high as a ten-story building) that may appear suddenly in the sea even in the clearest and nicest weather; and the last one is *the great ball of fire* – that is a ball lightning or a glowing ball the size of human head appears during a thunderstorm. All the freaky forces of nature above can cause a serious and deadly disaster towards human being and other living things on earth. Unfortunately, most of them may attack us any time since their ‘arrival’ cannot be predicted by scientists or experts of weather forecast.

5.1.2 The Empowerment of the Natural Forces for the Goodness of Human Life

In general, we may divide the benefit of the power of nature for two sides of human life. They are physical life and psychological life. With physical life, the writer means all advantages human beings take for granted from nature for their physical needs and desires. Meanwhile, what is meant by psychological life is everything deals with mental and psychological needs to grow and develop as perfect human being.

1. The Power of Nature for Human Physical Life

To survive physically, we need to fulfill what-so-called human primary or basic needs. We need sufficient food, clothes, and shelter. When these three basic needs are rare or are not available around us, we will certainly encounter serious obstacle to survive. Therefore, since the prehistoric era humans tried very hard to get all those things provided by our rich nature. Even without using sophisticated technology like what we have in our era, the primitive people could survive just by collecting fruit,

leaves, and tubers from the forest, or hunting wild animals from the prairie; wearing raw skin of animals to protect their body from cold and hot weather; living in the mountain caves to save themselves from fierce animals and winter storm. We can see here that nature can give everything humans need for their physical life in all seasons throughout the year.

When human beings started to use technology or tools made of stone, wood, or bronze the exploration of nature then became more easily done. Simple agricultural system began to develop. People knew how to plant seeds and wait them to grow until the harvesting time. By using metal spears, they could be more effective in their hunt to catch animals for meat. They built houses with wooden walls and thatched roofs of leaves to replace the damp, dark, and musty caves. All the materials used to build houses and to make work tools are obtained easily from nature. Their dependence on nature is so great that it has become an era marker which is divided into the Paleolithic era. Mesolithic era, and Neolithic era.

In modern era, human beings empower many elements of natural resources to make their life happier and more comfortable. Waterfalls are utilized to generate turbines to yield electricity – besides the generators fueled by gas, diesel oil, and gasoline. We need electricity for various activities in our daily life: to run household appliances, to heat or cool our home, to cook food, to run television or computers or other electronic devices, and so on. Fortunately, experts have also invented solar-powered electricity technology so that family or office expenses for paying monthly electricity bills can be more economical.

Using high technology, river water is used to irrigate farmers' crops in paddy field, to fulfill human need of clean water, and others. Human need of water is the

most basic one because we can endure hunger all day but cannot hold thirst for a long time. Quoting what is said by Brunot (accessed on June 1, 2023), we are informed that:

Water is a natural resource essential to the survival of all life on Earth. It comprises nearly 75 percent of the human body and about 71 percent of Earth's surface. The U.S. Geological Survey estimates that an individual uses between 80 and 100 gallons of water every day in the United States. You use water in the bathroom for personal hygiene, in the kitchen to cook and wash dishes, and outside the home to wash your car, maintain your landscaping and for recreation.

Sand and stone of sandy mountains and woods from forests are explored and used as building materials to establish housing in villages, small and big cities all around the world. Many mining materials are taken from inside part of the earth belly as raw materials for various industries; iron ore and aluminum are needed in metal industry to make cars, trucks, trains, sea-boats, aero planes of many types; coal, gas and petroleum to be used as fuels of various vehicles and industrial machines.

2. The Contribution of Nature for Human Psychological Comfort

We all have our own experiences of how nature makes us calm, comfortable, amazed, fascinated, astonished, and delighted. When we sit together with our family or friends in an open nature – let's say a city park, for instance, we may feel so relaxed and relief as if all our burdens of life are forgotten for a while and we get into a situation in which we are freed from certain psychological stresses. The fresh situation of the park brings a long not

only clean air that is good for the health of our lungs and respiratory system but it also re-stores and re-charges our spirit of life and our dull mind. Dolesh (2013) states:

A walk in the park can calm and restore you. This is something we take for granted in parks and recreation, because we have known it to be true ever since we started spending time in nature. But new research reported in the British Journal of Sports Medicine now provides scientific proof that walking in nature and spending time under leafy shade trees causes electrochemical changes in the brain that can lead people to enter a highly beneficial state of “effortless attention.”

This quotation proves what the writer assumes about the event of restoring and recharging human psychological health – including mind and mental mechanism – to live a happy and fun life by spending our free-time in open spaces of nature like parks, coastal areas, green pasture, or rice-fields backgrounded by blue mountains. Get away from home or office is like leaving away all our routines behind and at the same time escaping from a state of psychological tiredness. In that kind of moment, there happens what-so-called the restoration of life spirit and the production of multiple benefits: happiness, mental health, fitness, fun, new freshness, and so forth. The term “effortless attention” asserted in the quotation above can only take place when we hike in natural and fresh environment, or when we sit by a river bank watching people fishing, or when we jog in the shady forest while enjoying birds singing. We are very sure that the experience of being in open space of

nature transforms our psychological and emotional states to be uplifted and mental health to be recharged.

The same perspective on how nature contributes great benefits to human mental and psychological health also voiced by Brower (2022) who claims that:

Nature has long been connected with happiness, fulfillment and an overall sense of wellbeing. But new research finds there are primary ways nature can contribute to your experiences in both work and life. Based on the science about what matters most, you can squeeze the best out of the waning summer season and set yourself up to be nurtured by nature in every season. For some, nature may be a part of your work. If you have a job where you can work remote, taking a call from the park or doing a walking meeting may be great strategies. But even if your work doesn't lend itself to a natural experience, when you have greater happiness outside of work, it can increase your perception of overall satisfaction—both in work and life.

We must admit the one fact that only people in good psychological condition and state can perform jobs in full attention and dedication – and therefore can also reach the best result of the job as well. How can we know that someone is in good psychological state? This healthy mental condition can be seen from how happy s/he is, how delightful s/he is, and how that person lives the days of his life with passion. The quotation above underlines that our mother nature plays her role to nurture and keep us in every season to be always in good condition which in turn 'encourages' us to live and to work as well as possible. Even it suggests us to be nearer and being in the middle of the

nature while doing particular office-job (attending meetings, sending and receiving telephone calls, etc.) because we do believe that nature is the source of new spirit of working.

There have been so many researches reporting that the positive impacts given by nature to human has developed our psychological and emotional condition to be better from time to time. The reports show that being in nature, living near nature, or even viewing nature in paintings and videos can give positive effects on our feelings, brain and thought processes, and mental stability. Learning from our own experiences, viewing nature - let's say from a highland to the direction of a scenery of beautiful beach or paddy field or wide green landscape - seems to be automatically giving and producing a flow of positive emotions and calming our tensed nervous systems. All these at the same time can increase our working spirit, our motivation to do the best in our working environment, and our creativity. In this notion, we must admit that nature not only contributes good things for our physical survival but also for our psychological and personal goodness.

5.2 Nature *as* The Inspirational Source of Literature

Nature and the surrounding environment have always been a source of inspiration for humans in shaping themselves and their lives throughout human history. Since humans live in nature, their thoughts and feelings are always influenced by nature. They survived and developed various civilizations from time to time by learning and drawing strength from nature. That is why they cannot be separated from nature.

In the world of art, nature has become an eternal source of inspiration for many artists. Painters, architects, and designers mime the patterns of nature; musical composers create songs about nature - flowery hill, green pasture, blue oceanic scenery - that captivate the feelings and minds of listeners who are falling in love, for example, and so on. A deep gaze into nature opens the imagination, and evokes creativity. Nature paints the most beautiful pictures that can take the viewer to an endless admiration. Any form of things on earth and in the sky like the formation of cloud hovering above our heads, snail spirals, various nice singing of birds, colorful flowers, the color of sea-water, and so on, cause us cannot stop to admire the nature.

Especially in literature, there are so many poets and literary writers who compile poems and other literary pieces on the beauty of nature. Of the so many writers of literary works of all periods, the writers of Romantic period are to be noted as artists who were really concern to nature. Carter (2001:200-201) explains that Romantic period happened at a time when the age of reason - also well-known as Classical or Augustan age - that focused on the trust of intellectual capability just shifted to the age that preferred feelings, intuition, and the human heart; or when the Classical writers concentrated on what can be logically measured, the Romantic writers explored the beauty of nature and individual human experience.

The publication of *Lyrical Ballads* written by William Wordsworth and Samuel Taylor Coleridge in 1798 is considered as the starting point of the Romantic period in England. This era is marked by a shift in perspective and way of enjoying life from intellectual intelligence and brain capabilities to feelings and more understandable language as stated in the

Preface to *Lyrical Ballads* by Wordsworth in Carter (2001:200-201), as follows:

The principal object, then which I proposed to myself in these poems was to choose incidents and situations from common life, and to relate or describe them, throughout, as far as was possible, in a selection of language really used by men; and, at the same time, to throw over them a certain coloring of imagination, whereby ordinary things should be presented to the mind in an usual way.

The quotation above informs that there was a strong belief among the initiators of Romantic era that literary works must be rooted in everyday life, that is, from the experience of common people using ordinary language that is easily understood by its readers by using their feeling and imagination. Shortly, literary works must be placed 'near' the understanding of common readers talking about the environments (read: nature) where they live in and helping them to celebrate their life on what they experience every day. The following poem - ***Daffodils*** that was written by Wordsworth (Carter, 2001:207) hopefully can help us to imagine the language and the topics of literature of the time:

I wondered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,

They stretched in never-ending line
A long the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

These *a-b-a-b-c-c poem* – based on the pattern of the rhyme scheme – that is entitled as ***Daffodils*** clearly shows how William Wordsworth – the writer of the poem decided his diction. The words: *cloud, vales (for ‘valleys’) and hills, crowd, golden daffodils, lake, trees, the breeze, the stars, twinkle on the milky way, and margin of a bay* are ‘taken’ from around his environmental living place or what he may see every day. Those natural parts of the earth or stuffs found in nature are things people may see in their surroundings. They are real and not so far from the poet’s and the readers’ life, so it is assumed that this poem must be easy to be understood. Perhaps for most of the readers in Indonesia *daffodil* is an unknown object because it is a kind of flower growing only in subtropical region – England in this example. But since Wordsworth addressed his poem to the readers of his home country, it is a common beautiful flower they might find anywhere in Spring season. From Oxford Dictionary we find that *daffodil* is a tall yellow spring flower shaped like a trumpet (Oxford, 2015:365).

The poem above is only one of the many poems of the Romantic period but it has proved that literary works of the era were fully loaded with words and expressions of natural elements. Yes, nature is undoubtedly the unlimited sources of inspiration to create arts including literature. Followers of the Romantic Movement saw the closeness to nature should not only be beneficial to the physical life – such as the fulfillment of the basic needs – but must be also beneficial to the emotional and psychological sides of human life – such as the source of inspiration to express feelings and what human keep in their heart. For Romantic poets like Wordsworth, the landscape of

English countryside is an inspirational source of poetic compilation. About this concept of the Romantic Movement on nature, Mir and Fasil Barkat Dar (2018:297) writes:

At a time when industrialization begun and made its mark on the nature in the form of mounting cities and smoking chimneys and they started trod in the lap of nature in a religious way. For Romantics particularly Wordsworth, communion with the natural world is essential for spiritual growth. Wordsworth lives out this belief in practice by walking many miles a day in his beloved Lake District.

When the industrial revolution began to "attack" England in the 19th century, the natural beauty and freshness that in the previous era had been highly relied upon by the followers of Romanticism as a place to draw inspiration for literary works began to be polluted by the smoke coming out of factory chimneys. The waste discharged by the factories through their drainage channels also polluted the city's ditches and nearby rivers by not only giving off a pungent stench but also making the sights in the ditches and rivers very gruesome. In this situation, the natural landscape in rural areas in England became the choice of some writers including Wordsworth. The communion with nature – as it is said by the quotation above – had encouraged them to find a place not only to get the inspiration for their literary pieces but also to contemplate the greatness of nature that they take for granted from the Almighty God. This is the highest point that the Romantic writers may gain, that is when they arrived at a glorious spiritual awareness of the greatness of God through His creation. Related to this awareness, citing the concept of Anstey and Schuster and Ferber, Mir and Fasil Barkat Dar (2018:304-305) assert:

The Western religious scholars believe that nature is something created by God and the “natural philosophy is essentially about God and his creation” **(Anstey and Schuster, 2005)**. Nature is sacred because it is the creation of God and at the same time “in the minds of many educated Europeans of the 18th century, the Enlightenment’s attack on superstition, and the successes of Copernican astronomy and Newtonian physics, removed God from his throne” **(Ferber, 2010)**

The belief and faithful confession admitting nature and all its contents as God’s creation has become the ultimate point of human spiritual awareness. When the writers are successfully reaching this point, all their writings are reliable as the media for spiritual and moral teachings. The readers will reflect the writings to the importance of their spiritual and moral life and therefore from the perspective of affective approach of literature, we may believe that literature is able to bring along with it what-so-call social reformation in general and spiritual development specifically. In accordance with this awareness, any destructive actions on nature are considered sinful since the nature itself is sacred because it is created by God. There are many literary works that convey satirical messages to oppose the arrogance and the greed of capitalists in Industrial Revolution era who became so proud of their achievements in mass production and surplus values but forgot that at the same time they had also destroyed nature and human living environment in England. And more than that, the industrial revolution had also created a great humanitarian disaster in the form of exploitation of fellow human beings – that is the working class – in order to gain large economic benefits without considering their social and economic welfare.

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CHAPTER 6

TEENAGERS' LIFE

By Restu Januaryt Hamid

In our lives, perhaps one of the most unforgettable stages in adolescence is because it seems that no other phase is as filled with experiences of heartbreak, inner conflict, and misunderstanding as adolescence. We can still remember the pain and happiness mixed as a teenager. We retain memories of how misunderstood we were, how often and quickly we changed, how much we longed for acceptance, and how lonely and alone we felt.

Sometimes we also feel why no one wants to understand us. We wonder how it all started and where. All of this happens during adolescence, a time full of turmoil and desire, but it often results in so many problems if not handled wisely.

Teenagers are often identified with the age of their teens so in English "Teenager" is also called the term "Teenager" besides the word adolescent. Teenagers not only can be identified based on age, but can also be traced from a life full of cheerfulness, colors, and the beginning of the age of knowing the opposite sex.

In our teens, we also usually begin to meet new values and norms that are different from the values and norms we have known so far. In adolescence we begin to feel anxiety in our relationships with parents and peers; we want to show our independence on the one hand, but on the other hand, we have not been able to completely escape from the supervision and dependence of our parents.

6.1 What is a teenager?

A teenager is a person who is between the ages of 13 and 19. It is a stage of human development where an individual is transitioning from childhood to adulthood. During this time, teenagers may experience physical, emotional, and social changes, and they may be faced with new challenges and responsibilities as they navigate through this period of their lives. The term "teenager" is often used to refer to individuals who are in their teenage years, and it is derived from the word "teen," which means a number between 13 and 19.

6.2 The difference between teenagers and adolescence

Although the terms teenager and adolescence are frequently used interchangeably, they have slightly different meanings.

As mentioned earlier, a teenager is a person who is between the ages of 13 and 19. It refers to a specific age range in which an individual is transitioning from childhood to adulthood. A teenager is a stage of development within the larger period of adolescence.

Adolescence, on the other hand, is a broader term that refers to the entire period of development between childhood and adulthood. It encompasses the physical, emotional, and social changes that occur as an individual matures from childhood into adulthood. Adolescence typically begins around the onset of puberty and continues into the early 20s.

In summary, a teenager refers to a specific age range within the broader period of adolescence. While adolescence encompasses the entire period of development from childhood to adulthood, a teenager specifically refers to an individual who is between the ages of 13 and 19.

6.3 The different stages of adolescent development.

Adolescence is commonly divided into three stages: early, middle, and late adolescence. Early adolescence is defined as ages 10 to 14, middle adolescence as ages 15 to 17, and late adolescence as ages 18 to 21.

During early adolescence, teenagers may experience significant physical and emotional changes, including the onset of puberty and the development of more complex social relationships. In middle adolescence, teenagers may become more independent and begin to explore their own identities and interests. Late adolescence is often characterized by increased independence and a focus on making important life decisions, such as career or educational paths, as well as continued emotional and social development.

It is important to note that these stages are not fixed and may differ depending on individual circumstances and experiences. Additionally, different theories and models of adolescent development may identify different stages or periods of growth and change.

6.4 Some problems in teenagers' life

A comprehensive list of common problems that teenagers may face. However, it is important to note that not every teenager experiences these problems, and some may experience them to different extents. Here are some common problems that teenagers may face:

1. Academic pressure and stress.
2. Body image and self-esteem issues.
3. Bullying and peer pressure.
4. Changes in family structure, such as divorce or separation.
5. Conflict with parents or guardians.
6. Depression, anxiety, and other mental health issues.

7. Drug and alcohol abuse.
8. Eating disorders.
9. Identity and self-discovery.
10. Relationships and romantic issues.
11. Social media and technology addiction.
12. Time management and balancing responsibilities.
13. Trauma or abuse.
14. Unhealthy coping mechanisms.
15. Uncertainty about the future, such as college or career choices.

It is important to note that these are not the only problems that teenagers may face, and some may face additional challenges that are specific to their circumstances. If you or someone you know is experiencing any of these problems, it is critical to seek help from trusted adults or mental health professionals.

Further explanations for each of the problems mentioned earlier.

1. Academic pressure and stress: Teenagers may feel a lot of pressure to perform well in school, whether it comes from parents, teachers, or themselves. This can lead to stress, anxiety, and even burnout.
2. Body image and self-esteem issues: Many teenagers may struggle with body image issues, especially during puberty. This can lead to low self-esteem and may contribute to the development of eating disorders.
3. Bullying and peer pressure: Bullying can be physical, verbal, or online and can hurt a teenager's mental health. Peer pressure can also influence teenagers to make unhealthy or risky decisions.
4. Changes in family structure, such as divorce or separation: Changes in family structure can be stressful and disruptive for teenagers. They may have to adjust to new living

- arrangements, deal with conflicts between parents, and navigate changes in their relationships with family members.
5. Conflict with parents or guardians: Teenagers may experience conflicts with their parents or guardians, particularly during adolescence. This can be due to differences in opinions, expectations, or behavior.
 6. Depression, anxiety, and other mental health issues: Teenagers can suffer from a variety of mental health issues, such as depression, anxiety, and other disorders. A variety of factors, including genetics, environment, and life events, can contribute to these conditions.
 7. Teens may experiment with drugs and alcohol, which can have serious consequences for their physical and mental health, as well as their relationships and academic performance.
 8. Eating disorders, such as anorexia and bulimia, are serious mental health conditions with long-term physical and emotional consequences. Teenagers, particularly girls, are at higher risk for developing eating disorders.
 9. Identity and self-discovery: Teenagers may experience confusion and uncertainty about their identity as they navigate the transition from childhood to adulthood.
 10. Relationships and romantic issues: Teenagers may experience issues with friendships and romantic relationships, such as breakups, conflicts, and jealousy.
 11. Social media and technology addiction: Social media and technology use can become addictive for teenagers, leading to problems with self-regulation, sleep, and social relationships.
 12. Time management and balancing responsibilities: Teenagers may struggle with time management and balancing responsibilities, such as schoolwork, extracurricular activities, and social commitments.

13. Trauma or abuse: Teenagers may experience trauma or abuse, Sexual or physical assault, for example, can have long-term consequences for their mental health and well-being.
14. Unhealthy coping mechanisms: Some teenagers may turn to unhealthy coping mechanisms, such as self-harm, substance use, or disordered eating, to deal with stress and negative emotions.
15. Uncertainty about the future, such as college or career choices: Teenagers may experience stress and uncertainty about their future, particularly when it comes to making important decisions about college, career paths, and other life choices.

6.5 The way to overcome the problems in teenagers' life

Some general solutions for the problems that teenagers face. However, it's important to note that the best solution for each problem will depend on the individual circumstances and may require professional help. Here are some potential solutions for the problems mentioned earlier:

1. Academic pressure and stress: Encourage teenagers to prioritize self-care and time management. Teach them to set realistic goals, break large projects into smaller tasks, and take breaks when needed. Encourage them to seek help from teachers or tutors when they need it.
2. Body image and self-esteem issues: Encourage teenagers to focus on their health and well-being rather than their appearance. Promote positive self-talk and encourage them to engage in activities that make them feel good about themselves.
3. Bullying and peer pressure: Teach teenagers to recognize and respond to bullying and peer pressure healthily.

- Encourage them to speak up and seek help from trusted adults.
4. Changes in family structure, such as divorce or separation: Support teenagers through the changes and encourage open communication. Remind them that they are not responsible for the actions or decisions of their parents.
 5. Conflict with parents or guardians: Encourage open communication and active listening. Teach teenagers to express themselves respectfully and seek compromise.
 6. Depression, anxiety, and other mental health issues: Encourage teenagers to seek professional help, such as therapy or counseling. Promote healthy lifestyle habits, such as exercise and self-care.
 7. Drug and alcohol abuse: Educate teenagers about the risks and consequences of drug and alcohol abuse. Encourage them to make healthy choices and seek help if needed.
 8. Eating disorders: Encourage teenagers to seek professional help from a therapist or healthcare provider. Promote healthy eating habits and a positive body image.
 9. Identity and self-discovery: Support teenagers in their journey of self-discovery. Encourage them to explore their interests and hobbies and celebrate their unique qualities.
 10. Relationships and romantic issues: Teach teenagers to communicate openly and honestly in relationships. Encourage them to set boundaries and respect those of others.
 11. Social media and technology addiction: Encourage healthy technology use and promote alternative activities, such as exercise and outdoor activities. Encourage self-monitoring and self-regulation.
 12. Time management and balancing responsibilities: Teach teenagers to prioritize their responsibilities and use time-management strategies, such as creating a schedule or using a planner.

13. Trauma or abuse: Encourage teenagers to seek professional help from a therapist or healthcare provider. Allow them to express their emotions and feelings in a supportive and safe environment.
14. Unhealthy coping mechanisms: Encourage teenagers to seek professional help from a therapist or healthcare provider. Promote healthy coping mechanisms, such as exercise and self-care.
15. Uncertainty about the future, such as college or career choices: Encourage teenagers to explore their interests and passions. Provide resources and guidance, such as college and career counseling, to help them make informed decisions.

6.6 The Life of Teenagers in a pre-modern Era

Teenage life in the past can vary significantly depending on the historical era and cultural context. However, there are some common experiences that many teenagers throughout history may have shared.

In traditional societies, teenagers often played a significant role in family and community life. They may have been expected to help with household chores, care for younger siblings, or assist with farming or other work. Education was not always available or accessible to all, and many teenagers may have received vocational training or learned skills from family members or community members.

In the early modern era, the concept of adolescence as a distinct stage of development began to emerge. During this time, education became more widely available, and many teenagers attended schools or apprenticeships to learn skills and prepare for adult roles. However, social and cultural norms around gender and sexuality were often more restrictive, and

there was often greater pressure to conform to expectations around marriage, family, and societal roles.

In the mid to late 20th century, teenage life in many Western countries became increasingly focused on education, leisure, and consumer culture. The emergence of youth subcultures, such as the counterculture of the 1960s and 1970s, challenged traditional norms and values around identity and social roles. The advent of television, music, and other forms of mass media also had a significant impact on teenage life, shaping cultural attitudes and values.

In general, historical, cultural, and social factors have shaped the experiences of teenagers in the past. While others of teenage life may have changed over time, many common experiences have persisted across generations.

6.7 The life of teenagers in the modern era

The life of teenagers in the modern era can vary greatly depending on a range of factors, including cultural background, socioeconomic status, and geographic location. However, there are some common experiences that many teenagers may face in the modern era.

One significant aspect of modern teenage life is the widespread use of technology and social media. Many teenagers use smartphones and other devices to stay connected with friends and family, access information, and engage in entertainment and leisure activities. Social media platforms such as Instagram, Snapchat, and TikTok have become integral parts of many teenagers' lives, allowing them to share their experiences, connect with peers, and express their identities.

The modern era has also brought about changes in the educational system, with many teenagers attending schools that emphasize digital learning and technology integration.

Some teenagers may participate in online learning or use technology to access educational resources outside of school.

In terms of social and cultural trends, modern teenagers are often exposed to a diverse range of perspectives and identities. There is a growing awareness and acceptance of gender and sexuality diversity, as well as greater recognition of the importance of mental health and well-being. However, there are also significant challenges that many teenagers face, such as cyberbullying, social pressure, and exposure to harmful content online.

Overall, the life of teenagers in the modern era is shaped by a complex range of factors, including technology, social and cultural trends, and educational systems. While there are many opportunities and benefits to modern teenage life, there are also significant challenges that must be addressed to support the well-being and development of young people.

6.8 The Life of Teenagers in the Future

Predicting the future of teenage life is difficult as it will depend on a range of social, economic, and technological developments that cannot be accurately predicted. However, some potential trends and changes that could shape the future of teenage life include:

1. Increased reliance on technology and digital platforms: As technology continues to advance, teenagers will likely continue to rely on digital platforms for social connection, entertainment, and learning. This could include virtual and augmented reality experiences, as well as advances in artificial intelligence and machine learning that could transform how education is delivered.
2. Growing awareness and advocacy for social justice and equity: Young people have played a significant role in advocating for social justice and equity in recent years, and

- this trend is likely to continue. This could involve increased activism and advocacy around issues such as climate change, racial justice, and LGBTQ+ rights.
3. Changes like work and career paths: The future of work is likely to be characterized by greater automation and job displacement, as well as an increasing emphasis on flexible work arrangements and entrepreneurship. This could have significant implications for how teenagers prepare for and enter the workforce.
 4. Advances in healthcare and wellness: Advances in medical technology and research are likely to continue, leading to new treatments and preventative measures for physical and mental health. There is also likely to be a greater emphasis on holistic approaches to wellness, including mindfulness and mental health practices.

Overall, a complex interplay of social, economic, and technological trends is likely to shape the future of adolescent life. While it is difficult to predict the exact details of the future, it is clear that young people will continue to play an important role in shaping the world around them.

6.9 The characteristic of teenagers

The characteristics of teenagers can differ greatly depending on a variety of factors such as culture, gender, personality, and personal experiences. Some, however, common characteristics of teenagers include:

1. Developing a sense of identity: Teenagers are in the process of developing their sense of identity, which may involve questioning and exploring different beliefs, values, and interests.
2. Seeking independence: Teenagers are often eager to assert their independence from their parents and other authority

figures and may seek more freedom and autonomy in their daily lives.

3. Emotionally intense: Teenagers can experience a wide range of intense emotions, from joy and excitement to rage and frustration. They may also be more prone to impulsive behavior and risk-taking.
4. Peer-focused: Teenagers often place a great deal of importance on their relationships with peers, and may seek acceptance and validation from their peers more than from adults.
5. Idealistic: Teenagers may have strong beliefs and ideals about the world and their place in it, and may be passionate about issues such as social justice and environmentalism.
6. Technology-savvy: Many teenagers have grown up with technology and are comfortable using social media, smartphones, and other digital tools to communicate and connect with others.

It is important to remember that these are generalizations and that individual teenagers may exhibit a wide range of behaviors. of characteristics and behaviors depending on their unique circumstances and experiences.

6.10 The kind of physic of teenagers

During the teenage years, many changes occur in a person's physical appearance as they transition from childhood to adulthood. Here are some of the key physical characteristics of teenagers:

1. Growth and development: Teenagers experience rapid growth and development during this period. Boys tend to have Girls typically have a growth spurt between the ages

of 10 and 14, whereas boys typically have a growth spurt between the ages of 12 and 16.

2. Changes in body shape: As teenagers go through puberty, their bodies undergo significant changes in shape and proportion. Boys develop broader shoulders and a more muscular physique, while girls develop wider hips and breasts.
3. Skin changes: Teenagers may experience changes in their skin, including acne and oily skin due to hormonal changes.
4. Changes in hair: During puberty, boys typically experience more facial and body hair growth, while girls may notice changes in the thickness and texture of their hair.
5. Voice changes: Boys experience changes in their voice during puberty, as their vocal cords grow and thicken, resulting in a deeper voice.
6. Brain development: The adolescent years are critical for brain development because the brain undergoes significant structural changes and functions, leading to improved reasoning, problem-solving, and decision-making abilities.

It's important to note that every teenager will experience these physical changes differently, and at their own pace. These changes are a natural part of the development process, and teenagers need to receive support and guidance from trusted adults as they navigate this period of their lives.

6.11 How about their psychology of them?

The psychology of teenagers is a complex and dynamic field, as teenagers are in the midst of significant cognitive, emotional, and social development. Here are some of the key aspects of teenage psychology:

1. Cognitive development: Teenagers experience significant changes in their cognitive abilities during this period,

including improvements in memory, attention, and problem-solving skills.

2. Emotional development: Teenagers experience a wide range of emotions during this period, and may struggle with mood swings, anxiety, and depression. They are also developing their ability to regulate their emotions and manage stress.
3. Social development: Teenagers are navigating complex social relationships with peers and family members, and are developing their ability to communicate effectively, form friendships, and negotiate conflicts.
4. Identity development: Teenagers are developing their sense of identity, which includes exploring various beliefs, values, and interests, and establishing a sense of autonomy and independence.
5. Risk-taking behavior: Teenagers are more prone to engaging in risky behavior, such as drug and alcohol experimentation, or engaging in unsafe sexual practices.

It's important to remember that every teenager is unique, and will experience these developmental processes differently. Teenagers require support, guidance, and understanding from parents, teachers, and other adults in their lives as they navigate the challenges and opportunities of adolescence.

6.12 How about the change of them in social life?

The social lives of teenagers can change significantly as they move through adolescence. Here are some of the key changes that may occur:

1. Increased independence: Teenagers typically seek more independence from their parents and other authority

- figures, and may spend more time with friends or engaging in activities outside of the home.
2. Importance of peer relationships: The relationships that teenagers have with their peers become increasingly important during adolescence, as they seek to establish their sense of identity and place in the world.
 3. Formation of cliques and groups: Teenagers may form cliques or groups with others who share similar interests, beliefs, or identities, and may become more focused on fitting in with these groups.
 4. Romantic relationships: Many teenagers start to explore romantic relationships during adolescence, which can bring a range of new social experiences and challenges.
 5. Technology and social media: Technology and social media play a significant role in teenagers' social lives and can be a source of both connection and potential conflict.
 6. Identity exploration: As teenagers develop their sense of identity, they may explore different aspects of themselves and their social lives, such as their gender identity, sexual orientation, or cultural heritage.

It is critical to remember that every teenager will experience these changes differently, and will have their own unique social experiences during adolescence. Parents, teachers, and other adults can support teenagers by providing guidance and support as they navigate these changes and develop healthy social relationships.

6.13 The mental disorders that always faced by the teenagers

There are several mental health disorders that teenagers may face, some of the most typical ones include:

1. Anxiety disorders: Teenagers may experience excessive worry, fear, and anxiety that interferes with their daily life. Generalized anxiety disorder, social anxiety disorder, and panic disorder are all common anxiety disorders in teenagers.
2. Mood disorders: Mood disorders such as depression and bipolar disorder are also common among teenagers. Teenagers may experience persistent sadness, Loss of interest in previously enjoyed activities, changes in appetite or sleep patterns, and suicidal or self-harming thoughts.
3. Attention-deficit/hyperactivity disorder (ADHD): ADHD is a common neurodevelopmental disorder that impairs a teen's ability to focus, concentrate, and regulate their impulses. Symptoms of ADHD include inattention, hyperactivity, and impulsivity.
4. Eating disorders: Anorexia nervosa, bulimia nervosa, and binge-eating disorder are examples of eating disorders that can also occur in teenagers, particularly among adolescent girls. These disorders involve an unhealthy preoccupation with food, body weight, and shape.
5. Substance abuse disorders: Teenagers may also struggle with substance abuse disorders, which involve the use of drugs or alcohol in a way that interferes with their daily life and relationships.

It's important to note that these mental health disorders are treatable, and teenagers who are struggling with these issues can benefit from seeking help from a mental health professional. Early intervention and treatment can lead to improved outcomes and a better quality of life for teenagers.

6.14 The approach to treating mental health disorders in teenagers

The specific approach to treating the severity of mental health disorders in teenagers will vary depending on the disorder, and the individual's needs. However, here are some general steps that can help in addressing these issues:

1. **Seek professional help:** If you suspect that a teenager may be struggling with a mental health disorder, it is critical to seek the assistance of a mental health professional. A therapist, psychologist, or psychiatrist may be included who can provide an accurate diagnosis and develop a treatment plan.
2. **Create a supportive environment:** Creating a supportive and caring environment at home, school, and in the community can help teenagers feel more comfortable and supported as they work through their mental health challenges. This can include providing emotional support, access to resources, and positive reinforcement.
3. **Encourage healthy habits:** Encouraging healthy habits such as regular exercise, a healthy diet, and adequate sleep can all help to improve mood and alleviate symptoms of depression and anxiety. Avoiding unhealthy coping mechanisms such as substance abuse or self-harm is also important.
4. **Use evidence-based therapies:** Cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), and family therapy are effective in treating a variety of mental health disorders in teenagers.
5. **Medication:** Medication may be required in some cases to treat certain mental health disorders. A psychiatrist can help determine if medication is appropriate and provide ongoing monitoring and adjustment of medications as needed.

It is important to note that the treatment of mental health disorders is a process in teenagers that can be complex and may take time. However, with the right support and treatment, many teenagers can effectively manage their symptoms and lead healthy, fulfilling lives.

6.15 Juvenile delinquency is always faced in teenagers' life. How to solve it?

Juvenile delinquency refers to the behavior of minors who commit crimes or engage in other illegal activities. Here are some common types of juvenile delinquency:

1. **Substance abuse:** Teenagers may turn to drugs or alcohol to cope with stress, peer pressure, or other life challenges. Substance abuse can result in a variety of negative outcomes, including legal issues, health issues, and social issues.
2. **Theft:** Teenagers may steal items from stores or other people as a way to obtain money or goods they want but cannot afford. This can lead to criminal charges and legal consequences.
3. **Vandalism:** Teenagers may engage in vandalism, such as spray-painting graffiti or breaking windows, as a way to express themselves or rebel against authority. This can lead to legal consequences and damage relationships in the community.
4. **Gang involvement:** Teenagers may become involved in gangs as a way to gain a sense of belonging or identity. Gang involvement can lead to criminal activity and violence.

Here are some ways to address juvenile delinquency:

1. **Early intervention:** It's important to identify and address behavioral issues in teenagers as early as possible. This can

- involve providing counseling, therapy, or other interventions that can help teenagers learn healthy coping strategies and develop positive relationships.
2. Community involvement: Community-based programs, such as mentoring or after-school activities, can provide positive role models and opportunities for teenagers to engage in healthy activities.
 3. Education and job training: Education and job training programs can assist teenagers in developing the skills they need to succeed in life and avoid engaging in criminal activity.
 4. Family support: Parenting classes or family therapy can help parents better understand their children's needs and provide a safe environment for their children and a supportive home environment.
 5. Juvenile justice system: When necessary, the juvenile justice system can provide consequences for criminal behavior, such as probation or rehabilitation programs. The justice system must focus on rehabilitation rather than punishment, as research has shown that punitive approaches can often make the problem worse.

It is critical to recognize that addressing juvenile delinquency necessitates a multifaceted approach that includes the individual teenager, their families, their communities, and the broader society. By working together, we can help teenagers overcome challenges and lead healthy, productive lives.

6.16 The reason for juvenile delinquency in internal and external factor

Juvenile delinquency can be caused by a combination of internal and external factors. Here are some examples:

Internal Factors:

1. **Mental Health Issues:** Teenagers who struggle with mental health issues such as depression, anxiety, or conduct disorder are at higher risk of engaging in delinquent behavior.
2. **Behavioral Problems:** Teenagers with behavioral problems such as impulsivity or aggression are more likely to engage in delinquent behavior.
3. **Substance Abuse:** Teenagers who use drugs or alcohol are more likely to engage in risky behavior in delinquent behavior.

External Factors:

1. **Peer Pressure:** Teenagers who spend time with delinquent peers are more likely to engage in delinquent behavior in delinquent behavior themselves.
2. **Family Environment:** A dysfunctional or abusive family environment can contribute to juvenile delinquency.
3. **Poverty and Neighborhood Crime:** Teenagers who grow up in areas with high rates of poverty and crime are at greater risk of engaging in delinquent behavior.
4. **Lack of Education and Employment Opportunities:** Teenagers who do not have access to education or job opportunities may resort to delinquent behavior as a means of survival or self-expression.

To prevent and address juvenile delinquency, it's important to address both internal and external factors. This may involve providing support for mental health issues,

promoting positive family relationships, providing education and job training opportunities, and addressing neighborhood crime and poverty. It's also important to provide alternative activities and positive role models for teenagers, such as mentorship programs, sports teams, or community service opportunities.

6.17 The reason why teenagers get depression

There are many reasons why teenagers can experience depression. Some possible factors that may contribute to teenage depression include:

1. **Hormonal Changes:** Adolescence is a time of major hormonal changes in the body, which can affect mood and emotions.
2. **Genetics:** Some teenagers may have a genetic predisposition to depression or other mood disorders.
3. **Trauma or Stressful Life Events:** Trauma, such as abuse or neglect, or teenagers can become depressed as a result of stressful life events such as the death of a loved one or a difficult break-up.
4. **Academic or Social Pressure:** The pressure to perform well in school or fit in socially can be a significant source of stress for many teenagers.
5. **Family Conflict:** Family conflicts, such as divorce or parental conflict, can contribute to teenage depression.
6. **Substance Abuse:** Teenagers who use drugs or alcohol are at greater risk of developing depression.

It is critical to recognize that depression is a complex and multifaceted issue, and different teenagers may experience depression for different reasons or a combination of factors. If you suspect that a teenager is struggling with depression, it's important to seek professional help, such as talking to a mental

health provider or school counselor. They can help identify the underlying causes and provide appropriate treatment or support.

6.18 How to solve the problem?

Teenage depression is typically treated with a combination of therapy, medication, and lifestyle changes. Here are some potential strategies that may help:

1. **Therapy:** Cognitive-behavioral therapy (CBT) is a type of therapy that is commonly used to treat depression. CBT focuses on identifying and replacing negative thoughts and behaviors with positive ones. Other types of therapy, such as interpersonal or family therapy, may be beneficial as well for some teenagers.
2. **Medication:** Antidepressant medications, such as selective serotonin reuptake inhibitors (SSRIs), can be effective in treating depression in some teenagers. However, medication should always be prescribed and monitored by a qualified healthcare provider.
3. **Changes in Lifestyle:** Lifestyle changes such as regular exercise, healthy eating, and adequate sleep can help alleviate depression symptoms. Encouraging teenagers to engage in activities they enjoy and spend time with supportive friends or family members can also be beneficial.
4. **Support Groups:** Support groups for teenagers with depression can provide a sense of community and understanding. Many schools and mental health organizations offer support groups for teenagers struggling with mental health issues.
5. **Parental Support:** Parents can play an important role in supporting their teenager's mental health. This may involve offering emotional support, providing access to

mental health resources, and working collaboratively with mental health providers to ensure the best possible treatment.

It's important to note that each teenager's experience with depression is unique, and treatment may need to be tailored to their specific needs. Seeking professional help is always recommended if a teenager is experiencing symptoms of depression.

6.19 The characteristics of teenagers that get depression

Teenagers who experience depression may display a range of symptoms and behaviors. Some common characteristics of teenagers with depression include:

1. Feelings of sadness or hopelessness that persist
2. Irritation or frustration, even over minor issues
3. Loss of interest in previously enjoyed activities
4. Appetite or weight changes
5. Sleep pattern changes, such as insomnia or oversleeping
6. Difficulties focusing or making decisions
7. Fatigue or lack of energy
8. Headaches or stomachaches are examples of physical symptoms
9. Self-criticism or feelings of worthlessness
10. Suicidal or self-harming thoughts

It is important to note that not all depressed teenagers exhibit all of these symptoms, and some may exhibit additional symptoms not listed here. Additionally, the severity of symptoms can vary widely among individuals.

If you suspect that a teenager is experiencing symptoms of depression, it's important to encourage them to seek

professional help from a mental health provider or school counselor. Early intervention and treatment have the potential to improve outcomes and lower the risk of long-term complications.

6.20 The Parents' Role in Teenagers' Life

Parents play a critical role in the lives of teenagers, providing emotional support, guidance, and resources to help their children navigate the challenges and opportunities of adolescence. Some of the key roles that parents play in the lives of teenagers include:

1. **Providing a secure and stable home environment:** A stable and supportive home environment is critical for teenagers to develop a sense of safety and security. Parents can provide this by creating a home environment that is free from conflict, abuse, and neglect.
2. **Supporting educational and career goals:** Parents can support their teenagers in achieving their educational and career goals by providing resources and encouragement. This may include helping their teenagers explore different career paths, providing financial support for education, or connecting them with mentors or professional networks.
3. **Promoting physical and mental health:** Parents can play a significant role in promoting the physical and mental health of their teenagers. This may involve providing healthy meals and encouraging exercise, as well as advocating for their teenagers to receive appropriate medical and mental health care.
4. **Setting boundaries and expectations:** Boundaries and expectations are important for teenagers to develop a sense of structure and accountability. Parents can help their teenagers develop these by setting clear rules and

consequences for behavior, as well as providing positive reinforcement for good choices.

5. Providing emotional support: Adolescence can be a challenging time, and teenagers may struggle with a range of emotional issues. Parents can provide emotional support by listening to their teenagers, validating their feelings, and offering guidance and advice when needed.

Overall, the role of parents in the lives of teenagers is multifaceted and complex and can have a significant impact on the development of their children and their well-being. Parents can help their teenagers navigate the challenges of adolescence by providing a supportive and nurturing environment and preparing for a successful transition into adulthood.

6.21 The Teachers' Role in Teenagers' Life

Teachers also play an important role in the lives of teenagers, both inside and outside the classroom. Some of the key roles that teachers play in the lives of teenagers include:

1. Providing academic guidance and support: Teachers are responsible for providing academic guidance and support to their students, helping them to develop the knowledge and skills they need to succeed in school and beyond.
2. Serving as mentors and role models: Teachers can serve as important mentors and role models for their students, providing guidance and support as they navigate the challenges of adolescence and develop their sense of identity and purpose.
3. Fostering a safe and inclusive learning environment: Teachers can help to create a safe and inclusive learning environment by promoting positive behavior and respectful communication and addressing issues such as bullying and discrimination.

4. Identifying and addressing mental health concerns: Teachers are often the first to notice when a student is struggling with mental health issues such as anxiety or depression. By identifying these issues early on and connecting students with appropriate resources, teachers can help to ensure that their students receive the support they need.
5. Encouraging engagement in extracurricular activities: Extracurricular activities such as sports, clubs, and community service can be encouraged by teachers, which can provide valuable opportunities for personal growth and development.

Overall, the role of teachers in the lives of teenagers is complex and multifaceted. By providing academic support, serving as mentors and role models, fostering a safe and inclusive learning environment, addressing mental health concerns, and encouraging engagement in extracurricular activities, teachers can help to prepare their students for success in school and beyond.

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CHAPTER 7

SOCIAL MEDIA

By Aulia Nisa' Khusnia

7.1 Introduction

Websites that permit the creation of user profiles and the visibility of user relationships are referred to as social media web-based applications that offer functionality for sharing, relationships, groups, conversations, and profiles are referred to as social media .The term "social media sites" or "a set of information technologies") has been used to describe social media (Wolf, Sims and Sims, 2018).

According to Kaplan and Haenlein (2010), the phrase "Web 2.0" refers to a collection of ideologies and technological advancements that facilitate and promote the production of media-rich content online. The philosophy of open source is at the heart of Web 2.0, where users freely collaborate using open-source tools and exchange knowledge and work.

Many students use social media frequently both inside and outside of school, and it is increasingly significant in daily communication. As a result, EFL students use social media-based communication to learn new things, keep up with old friends, and express multiple selves. Given that social media has taken the lead in shaping how students practice literacy, it is crucial for teachers to incorporate this kind of social writing into their curricula and instruction in order to better engage students and support their language and literacy(Shin, 2018) .

Linguists have always been interested in the process of language acquisition. Different teaching strategies and instructional materials have been extremely important in this

language learning process. The technological interventions have contributed to this supportive learning environment for the study of the English language exchanges take place has undoubtedly changed as a result of the introduction of internet-based methodology and later by the use of social media(Kukreti and Kumaran, 2020).

The study of English language and social media (ELSM) is crucial to the conceptualization and development of digital humanities because it not only exemplifies the use of digital tools in humanities research but also highlights how these tools are changing what it means to be human. Language and social media researchers frequently share an interest in comprehending how communication is increasingly shaped by the availability and use of different social media platforms, such as WhatsApp and YouTube (Tagg, 2020).

An adult learner is a mature student who actively engages in academic procedures under the assumption that they are experiencing them from a teenage perspective. Adult learners therefore attend higher secondary schools, whereas young adult learners enroll in tertiary or first-year college programs. Here, all adult learners who fall under the various categories and whose first language or mother tongue is not English are represented. The criteria for this research attempt also include the fact that English is a second language and a foreign language for adult learners. For adult ESL learners to accurately develop their reading, writing, speaking, and listening skills as well as their critical thinking, they need additional English language support. These young adults are capable of understanding complex texts, but they struggle with proper vocabulary, grammar, and syntax (Yadav, 2021). Thus, social media brings about the use of English language.

7.2 Critical Issue

Researches frequently need to revisit preexisting theoretical and analytical frameworks with implications for our broader understanding of language use as social media communication takes place. Jones (forthcoming 2019), for instance, examines the implications of online algorithms for traditional pragmatics, arguing that the ways in which users engage with algorithms — which track users' actions to draw conclusions about their future actions — necessitate that researchers reevaluate some of the most basic concepts of meaning and interaction (Tagg, 2020).

While more research is required to fully understand the effects of social media, the available evidence suggests that, while they may have advantages for some children and adolescents, social media also poses a significant risk of harm to their mental health and general wellbeing. We don't currently have enough data to say whether social media is sufficiently safe for kids and teenagers. We urgently need to take action to create safe and healthy digital environments that minimize harm and protect children's and adolescents' mental health and well-being during social media use. We must acknowledge the growing body of research about potential harms, increase our collective understanding of the risks associated with social media use (General, ny).

7.3 Current Contribution and Research

Researchers have established what causes concerns about mental health and wellbeing. According to scientific evidence, exposure to harmful content as well as excessive and problematic social media use are the main causes of issues like: 1) a possible risk of harm from exposure to content; 2) a possible risk of harm from overuse and problematic use.

The data collected from respondents revealed that social media (SM) platforms have many benefits for enhancing medical learners' English comprehension during the EFL learning process. Their level of English proficiency increases as a result, which is beneficial. Gender had an impact on students' attitudes toward using social media to learn English, as well as on how well they performed during the language learning process. Even though there are inherent gender differences, there were no appreciable differences in the views of male and female students regarding the use of social media (SM) to improve their English.

The use of social media platforms in the process of teaching and learning the English language has many benefits for improving the English language proficiency of medical students in their own teaching and learning activities. Gender had no impact on students' attitudes toward using social media to learn English or on how well they performed during the language learning process (Desta, 2021).

The researchers demonstrated what social media contributions, such as those from:: 1) increasing medical students' proficiency in English; 2) social media's impact on college students' use of English; 3) social media as a tool for learning English; 4) social media as a platform for connection, creativity, and drama; increasing medical students' proficiency in English . People use social media as one of the tools in information and communication technologies to exchange ideas in regular communications. Therefore, the current study's objective was to investigate how social media usage helps medical students' English language proficiency.

Since the goal of this study was to gather specific information about social media usage in order to improve English language proficiency from the viewpoint of medical students, a descriptive survey design was used. The researchers therefore intended to adopt a quantitative strategy.

This is due to the fact that a quantitative methodology makes it easier for researchers to calculate the results and avoids the challenges that a qualitative approach may present.

Table 7.1. Social Positively Affects Learners In Their English Language Learning

Valid	Responses									
	SA		A		UD		DA		SD	
	F	%	F	%	F	%	F	%	F	%
	27	27.3	57	57.6	7	7.1	6	6.1	2	2.0

Abbreviations: SA, strongly disagree; A, agree; UD, undecided; DA, disagree; SD, strongly disagree; F, frequency.

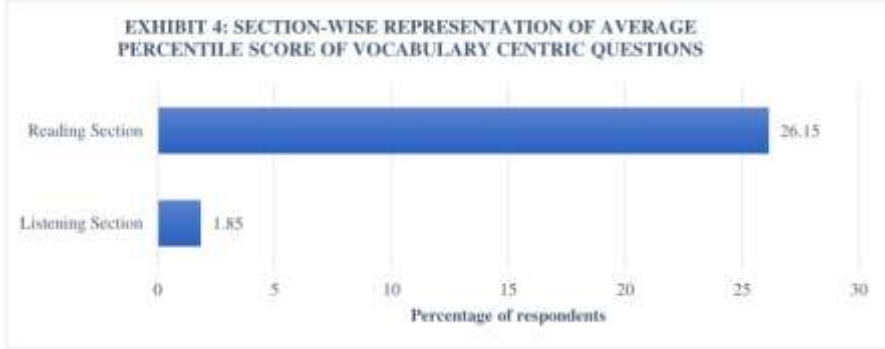
(Desta, 2021)

This tends to concur with Omar's conclusion that social media helps students locate resources and share them with others. He asserts that rather than taking advantage of the beneficial, collaborative, and practical learning opportunities that social media platforms provide, students may be forced to waste time on their academic pursuits.

7.3.1 Social media's impact on college students' use of English

Linguists have always been interested in the process of language acquisition. Different teaching strategies and instructional materials have been extremely important in this language learning process. The technological interventions have contributed to this supportive learning environment for the study of the English language. The way English language exchanges take place has undoubtedly changed as a result of the introduction of internet-based methodology and later by

the use of social media. 54 college students who have been using social media regularly and who have English as their primary academic language participated in the current study. The students willingly took part in the English language assessment that was done on a social media platform (Kukreti and Kumaran, 2020).



(Kukreti and Kumaran, 2020).

It is obvious that specific vocabulary items were difficult to understand when presented in an audio-visual or listening context, which also made students reluctant to attempt the questions that related to those words in the listening section of the test. Compared to the vocabulary assessment through listening, more students took the test and performed better because the words on paper increased readiness to attempt the vocabulary items. On-the-spot comprehension was the focus of the third category of questions. The questions centered on comprehending the passage's overall meaning. In order to gauge comprehension, 5 questions were given, 3 in the listening section and 2 in the reading section. 3 of the 5 questions out of the total.

7.3.2 Connection, creativity and Drama

Despite noting the emotionally charged nature of these platforms, most teenagers attribute social media to fostering their friendships and providing support. Technology's effects on youth have long caused concern in society. Contrary to radio and television, however, the hyperconnected nature of social media has given rise to new concerns, such as worries that these (Anderson *et al.*, 2022).

Teens themselves portray a more complex picture of adolescent life on social media in spite of these worries. According to a Pew Research Center survey of U.S. teens, it is one in which majorities attribute these platforms to fostering connections and offering a support network when needed, while smaller but significant shares acknowledge the drama and pressures that can accompany using social media.

7.3.3 Social Media & English Learners' Academic language Learning to Adult Learners

In order to be a productive member of a social group, language learning is more about acquiring the norms, values, beliefs, and hierarchies of that group than it is about learning specific linguistic features. Students interact dialogically with social voices that are both synchronic and diachronic regarding the learning practice ((Shin, 2018).

This study investigated how a bilingual student's learning experience in an inclusive sixth grade classroom was shaped by the use of social media in the ELA writing curriculum. The results demonstrate that social media was used in an ELA writing curriculum to validate students' outside-of-class literacy practices as they learned academic writing and to increase the likelihood of parental involvement in their children's education.

The student's motivation to finish assignments and his capacity to process various meaning-making resources in

writing were both significantly impacted by this endorsement. Giving students new Web 2.0 tools alone, however, is insufficient to guarantee these improvements in multilingual learners' literacy abilities. Students must receive explicit instruction and scaffolding on how to use new technologies and their resources for making meaning in a variety of literacy contexts.

7.3.4 Role of social media in English language learning to adult learners

At the moment, English teachers encourage their adult students to use technologies. These students lack the self-motivation to learn English through social media. Social media are facilitating and enhancing the process for teachers and adult learners globally while texting, chatting, and socializing with friends, family, and the global community on Facebook, WhatsApp, blogs, wikis, LinkedIn, YouTube, Twitter, Telegram, Hangout, and Snapchat. The proliferation of electronic devices with cutting-edge technological capabilities, such as smartphones, tablets, laptops, and watches, has made it simple, portable, and flexible for EFL learners (EFL) to use various social media applications (Apps) and tools. Worldwide, both formally and informally, there are even spectacularly innovative and created mobile Apps of international testing agencies and institutes for EFL. In light of this, in this scientific.

Since the goals of the research are to investigate and explore the current challenged and emerging problems in this research field and their solutions, the further study begins by reviewing the limited exposures and references that have already been mentioned. In no way, shape, or form is this article intended to alter the nature or public perception of any apps, websites, or social media.

4. EL Skills via Social Media Using Pedagogical Principles Social (Yadav, 2021).

The same happens in the use of mobile application to learn English. The internet contributes to ELL for adult learners through Web 2.0 practices and tools that have been modified to meet ELL's current needs. The ESLL provided to adult learners through social media is more sophisticated and progressive than traditional pedagogy. Mobile ESL learning is becoming more and more popular thanks to advancements in technology like tablets, PCs, apps, and broadband internet access.

The communities of each learner's native context can be fully understood while they are learning English through social media. The 'need to know' is created in these local and online communities. Consequently, digital devices have taken over the 21st century, and in particular, many sophisticated digital tools and gadgets have captured adult students.

Table 7.2. Perceived Advantages and Disadvantages of Using Instagram In Learning English

	Advantages	Disadvantages
1	Readily available	Lack of privacy
2	Affordable	Academic use may inhibit personal use
3	Allows one to become immersed in an English language environment	The information posted on Instagram may contain spelling and grammatical errors
4	Informal learning context	Learning experiences based on Instagram may be too informal or unstructured
5	Opportunity to use language in an authentic manner	
6	Increases interest in learning English	
7	Increases motivation for reading English materials	
(Yeh & Mitric, 2019; Aloraini, & Cardoso, 2018; Brebara, 2018; Gonulal, 2019)		

(Abdulaziz and Fadda, 2020).

Instagram is seen as helpful by students for developing their vocabulary, reading and communication skills in English, immersing themselves in the language, and offering real-world learning opportunities. The lack of privacy, restrictions on personal use, unstructured learning opportunities, and the prevalence of grammar and spelling mistakes in online posts are all drawbacks of this platform. People prefer simple to complex lessons when using Instagram to learn vocabulary over grammar. This is due to the learners' active participation and immersion in speaking English to others. Those who have used Instagram before may gain more from using this platform to learn English than those who have had less exposure. Overall, the result indicates that Instagram.

7.4 Conclusion

In Web 2.0, where users freely collaborate using open-source tools and exchange knowledge and work, the open source philosophy is at its core. While more research is needed to fully understand the effects of social media, the information that is currently available indicates that, despite some children and adolescents' potential benefits, there is also a significant risk that it will negatively affect their mental health and overall wellbeing. The researchers showed the benefits of social media, including: 1) improving medical students' English proficiency; 2) social media's influence on college students' use of English; 3) social media as a tool for learning English; 4) social media as a platform for connection, creativity, and drama;

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CHAPTER 8

FOODS AND DRINKS

Oleh Rabiatul Adawiyah

8.1 Pendahuluan

Setiap orang memiliki kebutuhan. Menurut Maslow (Taormina and Gao, 2013) kebutuhan yang paling mendasar adalah kebutuhan fisiologis. Kebutuhan fisiologis adalah kebutuhan yang diperlukan tubuh untuk bertahan hidup. Di antara kebutuhan fisiologis yang dikonsumsi manusia setiap harinya adalah makanan dan minuman.

Orang yang mempelajari bahasa Inggris tentunya perlu mengetahui kosakata makanan dan minuman serta bagaimana menggunakannya dalam sebuah komunikasi. Perlunya mengetahui hal tersebut karena pentingnya makanan dan minuman untuk manusia seperti yang telah disebutkan sebelumnya. Setiap hari manusia bertemu dengan makanan dan minuman. Jika berada di tempat yang menggunakan Bahasa Inggris ataupun sedang berinteraksi dengan teks berbahasa Inggris maka akan memudahkan jika sudah mengetahui Bahasa Inggris dari makanan dan minuman yang dibicarakan. Oleh sebab itu pada bab *foods and drinks* ini, penulis mencantumkan beberapa kosakata Bahasa Inggris makanan dan minuman. Kemudian ada juga contoh percakapan seperti percakapan di restoran dan di dapur.

8.2 Kosakata Makanan dan Minuman

Berikut adalah beberapa kosakata makanan dan minuman berdasarkan macamnya.

8.2.1 Kosakata Rasa dan Tekstur (Taste and Texture)

Saat kita memasukkan makanan dan minuman ke mulut maka hal yang pertama dikenali lidah dan gigi adalah rasa maupun tekstur. Kita mengenal rasa dasar (Ullah *et al.*, 2022) yang dikecap lidah adalah manis, asin, asam, pahit. Namun pada umumnya kita mengenal rasa lain seperti pedas, sepat, dan lainnya. Bahkan ada yang disebut *earthy*, *fruity*, dan *floral* (Nosrat, 2017), seperti adanya minuman kemasan yang memiliki rasa bunga-bunga *blossom*. Kita juga mengenal tekstur seperti renyah, kental, kenyal, krispi, dan lainnya. Berikut kosakata terkait rasa dan tekstur:

English	Arti	Contoh	Arti
Sweet	Manis	Sugar	Gula
Salty	Asin	Salt	Garam
Sour	Asam	Vinegar	Cuka
Bitter	Pahit	Coffee	Kopi
Tasteless	Hambar	Wheat	Gandum
Savory	Gurih/ umami	Chicken soup	Sup ayam
Astringent	Sepat	Unripe banana	Pisang mentah
Spicy	Pedas	Chili	Cabai
Bittersweet	Pahit manis	Dark Chocolate	Coklat hitam
Plain	Tawar	Water	Air
Crispy	Renyah	Chips	Keripik
Crunchy	Garing	Peanut	Kacang
Chewy	Kenyal	Chewing gum	Permen karet
Moist	Lembap	Pudding	Puding
Soft	Lembut	Tofu	Tahu
Sticky	Lengket	Rice	Nasi
Juicy	Berair	Orange	Jeruk

Fatty	Berlemak	Sausage	Sosis
Smoky	Berasap	Smoky beef	Daging asap
Melting	Lumer/ Meleleh	Melt cheese	Keju leleh
Milky	Seperti susu	Milk tea	Teh susu
Creamy	Seperti krim	Avocado	Alpukat
Buttery	Seperti mentega	Margarine	Margarin
Starchy	Rasa Pati	Noodle	Mie
Fizzy	Bersoda	Coke	Minuman bersoda
English	Arti	Contoh	Arti
Icy	Dingin	Ice cream	Es krim
Thick	Kental	Ketchup	Saos tomat

8.2.2 Kosakata Makanan Berdasarkan Nutrisi

Makanan dan minuman mengandung kebutuhan penting harian(Rombauer and Rombauer Becker, 1975). Nutrisi yang diperlukan tubuh seperti karbohidrat, protein, lemak, vitamin, mineral, serat, dan air. Berikut adalah beberapa kosakata makanan ataupun minuman yang mengandung nutrisi:

A. Carbohydrate

English	Arti	English	Arti
Rice	Nasi	Cassava	Singkong
Noodle	Mie	Corn	Jagung
Bread	Roti	Cereal	Sereal
Flour	Tepung	Porridge	Bubur
Potato	Kentang	Energy drink	Minuman energi

B. Protein

English	Arti	English	Arti
Meat	Daging	Egg white	Putih Telur
Poultry	Unggas	Yolk	Kuning Telur
Soybean	Kedelai	Nuts	Kacang-kacangan
Meat ball	Bakso	Seeds	Biji-bijian
Caviar	Kaviar	Boiled crab	Kepiting rebus
Side dish	Lauk Pauk	Milk	Susu

C. Fat (Lemak)

English	Arti	English	Arti
Butter	Mentega	Olive oil	Minyak Zaitun
Pork	Daging babi	Fatty fish	Ikan berlemak
Coconut	Kelapa	Fried food	Gorengan
Steak	Daging panggang	Peanut butter	Selai kacang
Curry	Kari	Milkshake	Susu kocok

D. Vitamin

Berikut adalah contoh makanan/ minuman sesuai vitamin yang dikandungnya(Akram *et al.*, 2020):

Vitamin A	Carrot(Wortel), Spinach(Bayam)	Vitamin B	Fish (ikan) Liver (Hati)
Vitamin C	Lime (Jeruk nipis) Tomato (tomat)	Vitamin D	Dairy (produk susu) Mackerel(Tenggiri)

Vitamin E	sunflower seeds (biji bunga matahari)	Vitamin K	Green Vegetables (sayuran hijau) Olive (Zaitun)
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E. Mineral

Calcium (Kalsium)	Shellfish (kerang)	Sodium	Table salt (Garam dapur)
Magnesium	Apricot (Aprikot)	Selenium	Seafood (makanan laut)
Potassium	Raisin (kismis)	Phosphorus	Whole grains (biji-bijian utuh)
Zinc	Oyster (tiram)	Copper	Kidney (ginjal)

F. Fiber

Pada umumnya serat makanan terdapat pada biji-bijian, sereal, polong-polongan, buah-buahan, sayur-sayuran, dan kacang-kacangan (Khorasaniha *et al.*, 2023). Berikut contoh beberapa makanan yang mengandung serat:

Apple	Apel	Walnut	Kacang kenari
Broccoli	Brokoli	Red bean	Kacang merah
Pear	Pir	Mung bean	Kacang hijau
Orange	Jeruk	Green peas	Kacang polong
Date	Kurma	Whole wheat bread	Roti gandum utuh
Cabbage	Kubis	Beetroot	Bit
Celery	Seledri	Bell Pepper	Paprika
Cauliflower	Kembang kol	Guava	Jambu

8.2.3 Kosakata Makanan dan Minuman di Dapur

A. *Spices and Condiments (Rempah-rempah dan Bumbu)*

Selain rosemary, parsley, oregano, (Nissan, 2015), ada juga bahan makanan yang sama dengan yang ada di Indonesia seperti berikut:

Pepper	Lada	Bawang Merah	Shallots
Coriander	Ketumbar	Bawang Putih	Garlic
Candlenut	Kemiri	Bawang Bombay	Onion
Ginger	Jahe	Turmeric	Kunyit
Cumin	Jintan	Cinnamon	Kayu manis
Cardamom	Kapulaga	Nutmeg	Pala
Clove	Cengkeh	Lemongrass	Serai
Cayenne	Cabai rawit	Fennel	Adas
Leek	Bawang prei	Broth	Kaldu
Scallion	Daun bawang	Galangal	Lengkuas
Basil	Kemangi	Bay leaf	Daun salam

B. *Vegetables (Sayuran)*

Mushrooms	Jamur	Lettuce	Selada
Aubergine/ eggplant (terong)		Cucumber	timun
Zucchini	Timun Jepang	Pumpkin	Labu
Sprouts	Kecambah	Brussels sprout	Kubis brussel
Radish	Lobak	Green beans/ beans (buncis string)	
Chives	Kucai	Sweet potato	Ubi jalar

C. Fruits

Grape	Anggur	Mango	Mangga
Honeydew	Melon	Watermelon	Semangka
Pineapple	Nanas	Jackfruit	Nangka
Cashew	Jambu mete	Snakefruit	Salak
Pomegranate	Delima	Mangosteen	Manggis
Dragon fruit	Buah naga	Lychee	Leci
Cocoa	Buah coklat	Peach	Persik

D. Bahan-bahan lainnya

Yeast	Ragi	Cornstarch	Tepung maizena
Pickle	Acar	Caramel	Karamel
Honey	Madu	Salted anchovy	Ikan teri asin
Palm sugar	Gula aren	Creamer	Krimer

8.2.4 Kosakata Hidangan Makanan dan Minuman

Most of us eat industrial meals (Pollan, 2006). They are fast foods such as Taco, Burritos, Pizza, Hot dogs, Tortilla, Kebab, and others:

Cheeseburger (Burger keju)	Cheese slices (Irisan keju)
Fries (kentang goreng)	Sandwich (roti lapis)
Chicken nuggets (nuget ayam)	Fried chicken (ayam goreng)
Sherry (Minuman anggur)	Bottled or canned drinks (Minuman botol atau kaleng)

Hidangan restoran Eropa terdiri dari appetizer, main course, and dessert (Purwanti *et al.*, 2019). Berikut beberapa

contoh nama hidangan dan beberapa hal terkait hidangan tersebut.

Appetizer (Makanan Pembuka)
Cold appetizer: salad, canape, aspic
Dressing (saus salad), mixed salad (salad campur), garnish (hiasan)
Spread (olesan), topping (tambahan di atas), sprinkles (taburan)
Hot appetizer: frittura (gorengan), resolles (risoles), cheese souffle (soufle keju), croquette (kroket), quiche lorraine.
Main Course (Hidangan Utama)
Prawn soup (sup udang), fish chowder (sup ikan), stuffed egg (telur isi)
Spaghetti (spageti), lasagna, pasta, steamed clams (kerang kukus)
Fried fish (ikan goreng), salmon steak (stik salmon), chicken Maryland
Rotisserie chicken (ayam panggang), meatloaf (daging cincang gulung)
Crunchy drumstick (paha ayam renyah), beef stew (daging rebus)
Lamb curry (kari domba), veal (daging sapi muda)
Accompaniment (Hidangan Pendamping)
Hidangan pendamping disajikan bersama main course. Diantaranya:
Smashed potatoes (kentang remuk), mashed potatoes (kentang tumbuk), Potatoes puree (kentang dengan tekstur lembut dan halus seperti saus), Pillaf rice (nasi pilaf), bechamel sauce, mayonaise, tomato sauce
Dessert (Hidangan Penutup)
Cold dessert: Ice cream (es krim), pudding, mousse, fruit pie (pai buah)

Hot dessert: Apple pie (pai apple), pancake (panekuk), eclairs (kue sus)

Setiap wilayah memiliki makanan khas. Contohnya di United Kingdom, ada beberapa makanan yang disebut British cuisine (Panayi, 2008). Berikut beberapa makanan dan minuman yang populer:

<u>Fish and Chips</u> (Ikan goreng tepung dan kentang goreng)
<u>Sunday Roast</u> (Biasanya dimakan pada hari Minggu. Terdiri dari daging panggang, kentang, sayuran, dan saus.)
<u>Yorkshire pudding</u> (puding sebagai hidangan pembuka Sunday Roast)
<u>Bangers and Mash</u> (Sosis dan kentang tumbuk)
<u>English breakfast</u> biasanya terdiri dari bacon/daging babi yang diolah dengan diberi bumbu, dikeringkan, dan diasap, kemudian sosis, kacang panggang, telur, jamur, roti panggang, tomat, saus, puding hitam.
<u>Cottage Pie</u> (Pai dengan daging sapi), <u>shepherd's pie</u> (pai daging domba)
<u>Steak and Kidney Pie/Pudding</u> (daging dan ginjal sapi yang dilapisi adonan kue)
<u>Cornish pasty</u> (Kue pastry berbentuk setengah lingkaran seperti kue pastel, berisi daging cincang, kentang, sayuran, bawang)
dan makanan lainnya seperti Jellied eels, Lancashire hotpot, Shortbread, Haggis, Bakewell Pudding, Scotch Eggs, Welsh Rarebit, Eton Mess, etc.
<u>Clotted cream tea</u> (Teh dengan krim clotted), Cider (sari buah apel)
<u>Eggnog</u> (minuman khas Natal terbuat dari kuning telur dan beberapa bahan campuran.
dan minuman lainnya seperti pimm's, Earl Grey, Ginger Beer, G Tonic.

Selain minuman-minuman yang disebutkan di atas, ada juga kosakata untuk minuman yang sering ditemui di Indonesia, contohnya seperti berikut:

Iced tea	Es teh	Mineral water	Air mineral
Juice	Jus	Coconut ice	Es kelapa
Ice cube	Es batu	Hot chocolate	Coklat panas
Syrup	Sirup	Lemonade	Limun
Soy milk	Susu Kedelai	Green tea	Teh hijau
Cocktail	Koktail	Hot ginger drink	Wedang jahe
Grass jelly cappucino (Kapucino cincau)		Mix blend ice	Es Campur

8.3 Percakapan tentang Makanan dan Minuman

8.3.1 A Conversation in A Restaurant (Percakapan di Sebuah Restoran)

This is a conversation between Jane, a waitress and Tom, a guest (Talalla, 2008)

Jane : Good evening. I will be serving your table this evening.

Tom : Good evening.

Jane : Here is our menu, Sir.

Tom : Ok.

Jane : Would you like to order a drink before dinner?

Tom : A glass of wine, please.

Jane : Certainly, Sir.

Jane : May I take your food order now? The fresh Cape Cod oysters and the Norwegian salmon are our specialities this week.

Tom : The oysters to start then the salmon and the steak to follow, please.

Jane : How would you like your steak, Sir? Well-done, medium, or rare?

Tom : Medium, please. How is the salmon prepared?
 Jane : The salmon is sauted in sweet butter and flavoured with a little lemon juice.
 Tom : I will add the asparagus for the starter.
 Jane : I am very sorry, Sir, but we have run out of asparagus. Would you like to try the cucumber mousse instead? It's light and very tasty.
 Tom : Alright, that sounds good.

8.3.2 A Conversation in A Kitchen (Percakapan di Sebuah Dapur)

This is a conversation adapted from (Musyaffa, 2014).

Ana : Hi Lucy, what are we cooking today?
 Lucy : Today we have lasagna Bolognese. Do you know how it's made?
 Ana : No, but I can help you if you give me the recipe.
 Lucy : We are making lasagna for 6 persons. We need: 750 grams of tomato juice, 100 grams of bacon, an onion, a carrot, 800 grams of minced meat, half glass of wine, 500 grams of lasagna, 500 grams of mozzarella, 300 ml of bechamel sauce, 30 grams of parmesan, salt, and oil.
 Ana : Ok, we will make it. However, what is it? It smells good.
 Lucy : I am baking cakes. This is your favourite carrot cake.
 Ana : It looks really yummy. And I see muffins over there too.
 Lucy : Yes. Jeff has to take something to school tomorrow. Those for him.
 Ana : Ok. After making lasagna Bolognese, I want to bake an apple pie.
 Lucy : Make sure that we still have enough sugar and eggs.
 Ana : Don't worry. We still have plenty of sugar and a lot of eggs, enough to make at least ten pies.

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