

# Jurnal CULTURE

(Culture, Language, and Literature Review)



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An assessment of students' speaking performance  
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(Prasetiya Mandiri Polytechnics, STKIP Muhammadiyah,  
University of Kurdistan, Sriwijaya Polytechnics)

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## PREFACE

Jurnal CULTURE (Culture, Language, and Literature Review) is a journal that contains articles based on research results or equivalent to research results (scientific works) regarding culture, linguistics and literature. Jurnal CULTURE is published twice a year, in May and November.

Jurnal CULTURE can be a learning medium as well as an effort to improve the quality of academics in making their contribution to progress in the fields of linguistics and literature in Indonesia. It is hoped that this journal can fulfill the desires of readers who want to know the latest things from the disciplines of Linguistics and Literature.

The entire editorial board would like to thank all parties who have contributed ideas, thoughts and manuscripts. Hopefully this collaboration can continue well. We really hope for constructive criticism and suggestions for improvements in future publications.

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# Psychological traits of willingness to communicate: An assessment of students' speaking performance

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## Abstract

*This study explores the relationship between psychological traits and willingness to communicate (WTC) as well as the speaking performance of students in the Department of United Kingdom, Sriwijaya State Polytechnic. The psychological characteristics studied include self-confidence, anxiety about speaking, and motivation. A quantitative descriptive approach was used to collect and analyze data from a selected sample of students. The instruments used in this study include questionnaires to measure the level of confidence, speaking anxiety, and motivation and an assessment of speaking performance through a speaking test. The study showed a significant correlation between psychological traits and WTC and speaking performance. The calculation results show the Personality factor: Score 85, categorized as "Medium" (Medium). Motivation (Score 82, categorized as "Medium." Communicative Competence: Score of 86, classified as "High." Learning Anxiety: Score 85, categorized as "Medium," and Self-Confidence: Score 78, categorized as "Low." High self-confidence and low speaking anxiety were positively correlated with higher WTC and better speaking performance. In addition, intrinsic and extrinsic motivation was also found to be an essential factor affecting students' active participation in oral communication activities. The conclusion of this study shows that psychological traits have a crucial role in influencing students' willingness to communicate and their speaking performance. These findings provide practical implications for developing teaching strategies to improve students' speaking skills by paying attention to their psychological aspects. Advice is given to create a supportive learning environment and psychological support for needy students.*

**Keywords:** *High English Learner, Psychological Traits, Speaking Performance, Willingness to Communicate*

## 1. Introduction

Speaking skills are vital in United Kingdom language learning, especially in higher education institutions emphasizing mastery of professional communication. In the Department of United Kingdom at Sriwijaya State Polytechnic, the development of speaking skills is the main focus in the curriculum to prepare students to face the demands of the increasingly global and competitive world of work. One of the factors that affect students' speaking ability is *Willingness to Communicate* (WTC) (Ahmed et al. et al., 2023; Alemi et al., 2011), which reflects the individual's readiness and desire to engage in communication (Purwanto, 2022a; Ridayani & Purwanto, 2024).

Linguistic abilities and various psychological traits such as Personality, Motivation, Communicative Competence, Learning Anxiety, and Self-Confidence influence WTC. Allo and Priawan (2019) explained that confidence in public speaking often determines how well students can express themselves, while speaking anxiety can be a significant barrier (Nadiyah, 2019; Salim, 2015). Many students have good linguistic knowledge but experience difficulties in speaking due to high levels of anxiety (Ningsih & Fatimah, 2020; Pratiwi & Analido, 2018; Tallon, 2009). In addition, intrinsic and extrinsic motivation (Purwanto, 2022b) is essential in encouraging students to participate in communication activities actively (Marisyah et al., 2023; Purwanto & Al Firdaus, 2023).

This study identifies and analyzes the relationship between these psychological traits and WTC and students' speaking performance in the Department of United Kingdom at Sriwijaya State Polytechnic. Through a quantitative descriptive approach, this study will collect data using questionnaires to measure confidence levels, speech anxiety, and motivation. In addition, students' speaking performance will be evaluated through a speaking test to determine how these psychological traits affect their speaking skills.

With the results of this study, a more profound insight can be obtained about the psychological factors that affect WTC and students' speaking performance. These findings can be used to develop more effective teaching strategies to support the development of student's speaking skills and create a more supportive learning environment for students at the Sriwijaya State Polytechnic.

## **2. Theoretical Framework**

### **2.1 Nature of Willingness to Communicate**

The willingness to communicate in a second language (L2 WTC) refers to the learner's readiness to speak a second language when free. It has been increasingly shown to correlate with learners' language fluency, proficiency, and communication skills (Abu Bakar et al., 2022). Unsurprisingly, the concept has recently received considerable attention in second-language research. According to MacIntyre & Wang (2021), the pyramid model has been the most influential framework that has inspired research into L2 WTC over the last two decades. The model presents the influence of trait-like and state-like variables on L2 WTC. While the state-like variables, including self-confidence and desire to communicate with a specific person/group at a specific time, exert an immediate influence on L2 WTC, the trait-like variables, such as interpersonal motivation and intergroup motivation, intergroup attitudes, social situation, communicative competence, intergroup climate, and personality, exert an indirect, distal influence on L2 WTC.

Much of the subsequent research inspired by the model has been characterized by studies focusing on the trait-like and stable features of learners' L2 WTC. However, recently, studies adopting this model have been criticized for their overwhelming use of quantitative measures explicitly designed to examine the influence of underlying variables, mainly perceived communicative competence, communication apprehension, and motivation in ESL contexts. Even with the significant contributions of these studies, we still need a more comprehensive and elaborate theoretical perspective that allows a holistic understanding of the complex and dynamic nature of learners' L2 WTC.

### **2.2 Psychological Variables**

According to the WTC model (McCroskey & Baer, 1985), two factors affect one's willingness to communicate in a second or foreign language, which differs from one's WTC in his/her native language. Individual (enduring) factors include the personality aspects of the language learner, the social situation in which he/she lives, intergroup attitudes between native

speakers and second language groups, general self-confidence of the learner, and his/her motivation to learn English. On the other hand, situational (environmental) variables are identified as one's desire to speak with a specific person and the self-confidence one feels within a particular situation.

### 2.3 Concept of Speaking Performance

Good competence is accompanied by good performance, as (Brown, 2003) defines performance as the overtly observable and concrete manifestation or realization of competence. This term describes performance as something that can be observed by actually doing something. Bad or good, someone's competence can be measured by their actual performance. In conclusion, speaking performance is how speakers deliver their ideas to the audience through words and sentences, and their speaking performance will automatically show their competence (Agustin & Purwanto, 2023). The competence is similar to the speaker's knowledge of speaking performance (Yuliana et al., 2024), such as grammar, fluency, accuracy, size, interaction, and coherence category. Speaking includes many types of activities, such as presentations in front of the class, speech, drama, or theatre. Such activities show that speaking is a performance. She has performed as a public speaker when someone speaks among many people.

### 3. Research Method

This study uses a quantitative descriptive approach to explore the relationship between psychological traits, students' willingness to communicate (WTC), and students' speaking performance. This research is included in the quantitative descriptive category, which aims to describe and analyze the relationship between certain variables. These variables are psychological traits (Personality, Motivation, Communicative Competence, Learning Anxiety, Self-Confidence), WTC, and students' speaking performance. This study's population will likely be 2nd-semester students of the Department of United Kingdom Languages and Polytechnics of Sriwijaya State. The sample was selected using a purposive sampling technique to ensure the representativeness of students with varying levels of WTC and speaking performance.

**Table 1.** Research Sample

No	Class	Total
1	AB1	35

In collecting data, questionnaires are used to measure psychological traits such as confidence, anxiety speaking, and motivation; validated questionnaires are used. The Likert Scale may assess respondents' agreement or disagreement with certain statements. Questionnaires are usually given to students to fill out in class. Then, students' speaking performance can be assessed through standardized speaking tests or observation during classroom speaking activities. This assessment may use predetermined rubrics to evaluate different aspects of speaking performance. Conclusions were drawn based on the results of data analysis, identifying which psychological traits were most significant in influencing WTC and students' speaking performance. Generalizations were made carefully, considering the study's limitations, such as the sample size and diversity of participants. With a quantitative descriptive approach, this study provides a comprehensive overview of how psychological traits affect students' ability to communicate verbally.

#### 4. Findings and Discussions

##### 4.1 Findings

###### 4.1.1 Results of Students' Speaking Performance

**Table 2.** Results of Speaking Performance Assessment

NO	MCC	%	Information	Average
1	72	78,0	Complete	81,1
2	72	88,0	Complete	
3	72	85,0	Complete	
4	72	83,0	Complete	
5	72	89,0	Complete	
6	72	60,0	Incomplete	
7	72	80,0	Complete	
8	72	82,0	Complete	
9	72	74,0	Complete	
10	72	79,0	Complete	
11	72	95,0	Complete	
12	72	90,0	Complete	
13	72	85,0	Complete	
14	72	84,0	Complete	
15	72	76,0	Complete	
16	72	78,0	Complete	
17	72	85,0	Complete	
18	72	71,0	Incomplete	
19	72	89,0	Complete	
20	72	96,0	Complete	
21	72	83,0	Complete	
22	72	86,0	Complete	
23	72	78,0	Complete	
24	72	83,0	Complete	
25	72	60,0	Incomplete	
26	72	82,0	Complete	
27	72	63,0	incomplete	
28	72	86,0	Complete	
29	72	98,0	Complete	
30	72	87,0	Complete	
31	72	86,0	Complete	
32	72	70,0	Complete	
33	72	63,0	Incomplete	
34	72	86,0	Complete	
35	72	82,0	Complete	

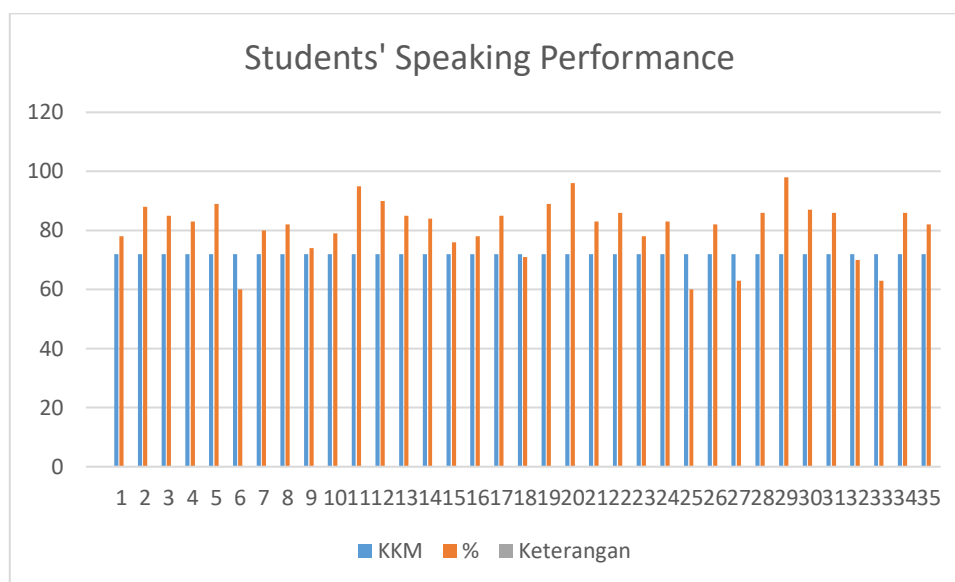
Table 2 displays and contains data on the students' speaking performance assessment results of the D3 Department of the United Kingdom at the Sriwijaya State Polytechnic, with the Minimum Completeness Criteria (MCC) set at 72%. This table contains columns

that show the participant number, MCC, percentage of scores obtained (%), information about whether the student is “Complete” or “Not Complete,” and overall average. The table consists of 35 students. The percentage score shows the results of the grades obtained by each student in the form of a percentage. The “Complete” information is given to students who have reached or exceeded the MCC (72%), while “Not Complete” is given to students who have not reached the MCC. The overall average of the scores obtained by students is 81.1%, which means that overall, the average score of students is already above the MCC. In the analysis results, most students (27 out of 35) were declared “Complete” with scores above MCC of 72%.

The data presented in Table 2 emphasizes a positive overall outcome in students’ speaking performance, with an average score of 81.1%, which surpasses the Minimum Completeness Criteria (MCC) of 72%. It indicates that most students have met the expected proficiency standards. Specifically, 27 out of 35 students were categorized as “Complete,” showcasing their ability to perform at or above the required level. This achievement demonstrates that most students have a strong foundation in speaking skills.

However, the table also highlights a gap, with eight students failing to meet the MCC. These students, categorized as “Not Complete,” scored below the required threshold, with the lowest score being 60%. It suggests a need for further investigation into the factors contributing to these lower scores, such as potential gaps in understanding, lack of confidence, or limited practice opportunities. Addressing these issues through targeted interventions, such as individualized feedback, additional speaking exercises, or enhanced support mechanisms, could help these students improve their speaking proficiency.

The analysis underscores that while the overall performance is promising, there is room for improvement to ensure all students achieve the desired competency level. The findings highlight the importance of continuous assessment and tailored instructional strategies to support students’ varying needs in their speaking development.



**Figure 1.** Students Speaking Performance Grafik

Figure 1 illustrates a bar graph that presents quantitative data on students’ speaking performance. The data is presented as percentages (%) and MCC (Minimum et al.) values. Each bar on the graph represents a single student, and the height of the bars indicates that student’s score or percentage of achievement in speaking ability. The results showed that

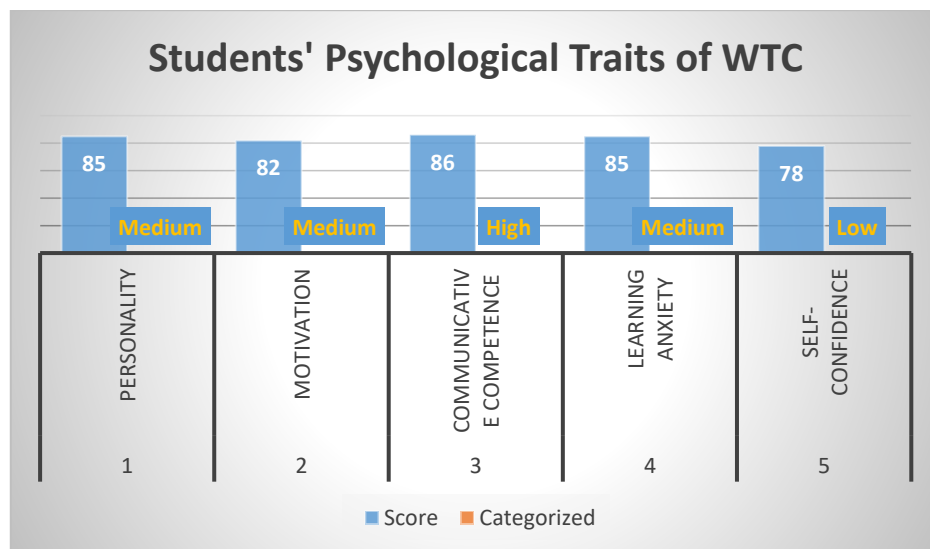
some students achieved high scores, such as the highest score of 98%. On the other hand, eight students have yet to reach the MCC, with the lowest score of 60%. It shows that although most students already have an excellent readiness to speak English, some students need additional attention to achieve the expected standards. From this explanation, the average score of 81.1% shows that, in general, students' speaking performance is quite good. However, additional attention may be needed to support students who still need to attain MCC and improve their understanding and engagement with speaking skills.

Figure 1 visualizes the students' speaking performance, showing their strengths and gaps in their achievements. The bar graph demonstrates that most students have achieved satisfactory results, with several excelling, as evidenced by the highest score of 98%. It reflects that most students have a strong readiness and capability to communicate effectively in English.

However, the data also reveals that eight students failed to meet the Minimum Completeness Criteria (MCC) of 72%, with the lowest score recorded at 60%. It indicates that while the overall performance is commendable, a portion of the cohort struggles to achieve the expected standards. To enhance their speaking abilities, these students may require additional support through targeted interventions, such as more practice opportunities, tailored instruction, or confidence-building activities.

The average score of 81.1% reinforces that the class's general performance is above the benchmark, reflecting the effectiveness of the current teaching strategies. Nevertheless, the variability in individual performance underscores the need for differentiated approaches to address the challenges underperforming students face and ensure equitable learning outcomes for all. This analysis emphasizes the importance of continuous monitoring and personalized support to bridge the performance gap and foster comprehensive skill development.

#### 4.1.2 Analysis Results of Psychological Traits of WTC



**Figure 2.** Students' Psychological Traits of WTC

Figure 2 shows a bar chart titled "Students' Psychological Traits of WTC." This diagram lists five psychological dimensions with their respective score values and accompanying categories. Here are the details: Personality: Score 85, categorized as "Medium," meaning from the sample used as the object of their readiness to speak English

in the intermediate category, which means that students must be given a stimulus in the form of a learning topic, warmed up so that they are provoked to communicate in English. Motivation: Score 82, categorized as “Medium.” Communicative Competence: A score of 86, categorized as “High,” a high category means that the student’s communicative competence is already excellent. When students are encouraged to talk about specific topics, they enjoy it and desire to speak English correctly. Learning Anxiety: Score 85, categorized as “Medium.” Self-Confidence: Score 78, categorized as “Low.” Confidence gets the lowest score in the psychological trait factor of WTC, meaning that almost all students are less confident in speaking English. One of the factors that causes students to need more confidence is that students are afraid of being wrong in speaking, especially regarding the limitations of vocabulary and grammatical perfection. Each dimension has a blue bar indicating the score, while categories are labeled yellow.

The analysis of Figure 2, which presents a bar chart on “Students’ Psychological Traits of WTC (Willingness to Communicate),” provides valuable insights into the psychological factors influencing students’ readiness to speak English. The scores and categories highlight varying levels of psychological preparedness among students, revealing strengths and areas for improvement.

The results show that Communicative Competence scored the highest at 86, categorized as “High,” indicating that students have a strong communication foundation. It suggests that when provided with relevant and engaging topics, students demonstrate enthusiasm and a desire to use English correctly. In contrast, Self-Confidence scored the lowest at 78, categorized as “Low,” indicating a significant challenge. The lack of confidence stems from fears of making mistakes, particularly in vocabulary usage and grammatical accuracy, highlighting the need for strategies to build students’ self-assurance.

Other dimensions, such as Personality, Motivation, and Learning Anxiety, scored in the “Medium” range (85, 82, and 85, respectively). These scores suggest that while students possess a moderate level of readiness, they require additional stimulation and encouragement to participate actively in English communication. For instance, incorporating warm-up activities and engaging learning topics could enhance their motivation and reduce anxiety.

## **4.2 Discussion**

This study discusses the Psychological Traits of Willingness to Communicate factor in speaking learning. The students’ speaking performance results showed that some students achieved high scores, such as 98%. On the other hand, eight students have yet to reach the MCC, with the lowest score of 60%. It shows that although most students already have an excellent readiness to speak English, some students need additional attention to achieve the expected standards. From this explanation, the average score of 81.1% shows that, in general, students’ speaking performance is quite good. However, additional attention may be needed to support students who still need to attain MCC and improve their understanding and engagement with speaking skills.

Based on the expected results of this study, some of the implications that may arise in education and teaching are that educational institutions can design programs that support the development of these aspects by recognizing the importance of psychological traits such as confidence and anxiety. For example, programs that reduce speaking anxiety and increase self-confidence can help students be more willing to communicate and improve their speaking performance. Lecturers may receive special training to recognize and address psychological factors affecting students’ WTC. They can learn techniques to create a learning environment that supports and encourages students’ active participation in

speaking. Adopting teaching strategies that reduce anxiety, such as project-based learning or group work, can help students feel more comfortable and motivated to speak. Students' speaking performance is assessed based on technical skills and the psychological aspects affecting their communication ability. It can include engagement evaluations, active participation, and initiative in speaking. By integrating an understanding of psychological factors into teaching strategies and educational programs, educational institutions can be more effective in improving students' speaking skills and preparing them to communicate well in various contexts.

Many other factors, including introversion/extroversion, self-esteem, cultural differences, and communication skills, influenced students' willingness to communicate (MacIntyre et al., 1999; Maulana et al., 2023; McCroskey et al., 1977; McCroskey & Richmond, 1982). People's disposition toward conversation may be affected by their upbringing and cultural background. Nevertheless, these factors alone cannot be considered the root of the variety in people's communication styles. Since individuals show consistency in WTC across various settings, it might be interpreted as a character quirk. Since people's WTC might change depending on the context, WTC is also a situational variable (McCroskey & Richmond, 1990). At every stage of an engagement, individuals make up their minds and decide whether or not to speak, and their risk-taking orientation heavily impacts this choice. Bielska (2006) proposed that risk-taking behavior is context- and person-specific. Therefore, in the field of SLA, risk-taking is both a globally shared and locally impacted personality characteristic and construct. Considerations like social environment, past information, emotions, and stubbornness are all critical in the study of decision-making. Some study (Banyard & Hayes, 2013) suggests that social psychologists, not cognitive psychologists, may be best equipped to examine the roots of human decision-making.

The notion that such communicative readiness stems from introversion/extroversion stems from well-known studies linking personality factors with communication (Eysenck, 1971). Introverts are thought to be less inclined to interact than extroverts, who talk more often. Individuals' importance on communication is determined by their desire to communicate with others. Communication is essential for extroverts in social situations. Introverts, on the other hand, need to prioritize communication. The extraversion-introversion continuum depicts how individuals differ in expressing their emotions and being more "people-oriented."

It is argued that how people view and assess their value is a significant factor in the degree to which they are eager to speak with one another (McCroskey & Richmond, 1990). A person's self-concept may be both good and bad depending on how they evaluate their self-knowledge. There are many reasons why a person with poor self-esteem is less inclined to interact with others and share their thoughts and feelings. To begin, persons with low self-esteem are hypersensitive to criticism. Because of this, people avoid situations where others may dispute their self-worth. Second, individuals with low self-esteem think they have nothing to say and that their involvement in communication is unimportant. It does not seem that self-esteem is a significant factor in communication willingness (McCroskey & Richmond, 1990). It is plausible that a person's self-esteem has a significant effect on other components of communication, such as communication apprehension and their impression of their communicative skill, both of which affect their willingness to communicate. McCroskey and Richmond (1982) state that culture powerfully influences communication practices. As a result, various nations and cultures need distinct communication patterns, which individuals from other places need to learn to adapt to. Such adaptation may be challenging, particularly in cases where the culture of the original language and the culture

of the target language differ. Lack of communication skills commonly contributes to people's unwillingness to speak out (McCroskey & Richmond, 1982; Tauchid et al., 2023).

Based on the study conducted by McCroskey and Baer (1985), one may assume that as individuals improve their communication abilities, they become more inclined to talk with one another. In other words, cautious people refrain from discussion because they need more requisite abilities. Even more significant is how the speaker perceives his or her ability level. It is also conceivable that those with a negative view of their communication skills are pretty good at the subject. A cognitive and emotive decision is involved when deciding whether to be willing to communicate (Zayed, 2021). The relationship between communication and those two components is complex. More research is needed to understand the relationship between the desire to communicate and cognitive and emotional characteristics that makeup language attitude.

## 5. Conclusions

This study shows that psychological traits such as personality, motivation, communicative competence, learning anxiety, and self-confidence significantly impact students' willingness to communicate (WTC) and their speaking performance. Students who have higher self-confidence and lower levels of anxiety tend to be more willing to speak and show better speaking performance. In addition, intrinsic and extrinsic motivation also play a role in influencing how active students are in participating in communication activities. For suggestions for institutions, it is best to design programs that focus on developing students' psychological aspects, such as increasing self-confidence and reducing speaking anxiety. Evaluation of students' speaking performance should include psychological aspects that affect their ability to communicate, apart from the assessment of technical skills, and the curriculum should be designed to accommodate individual differences in the WTC and the student's personality, providing a variety of opportunities to practice speaking in a variety of contexts.

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# The enduring appeal of “Forever Young”: A critical discourse analysis

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## **Abstract**

*This study applies critical discourse analysis (CDA) to Alphaville’s iconic song “Forever Young,” exploring how its lyrics have been recontextualized in contemporary social media trends. Recently, the song has gained popularity as a background for posts that honor deceased loved ones, celebrate moments of happiness, and highlight the contrast between youthful and aging appearances. This research aims to delve into the deeper meanings and societal implications embedded within the song’s lyrics, which span themes of youth, aging, and the desire for immortality. The study reveals how the song reflects and reinforces societal ideals about youth while marginalizing other life stages, especially old age, through three levels of analysis—micro-level (focusing on individual words and phrases), meso-level (considering the social context, and the song’s impact), and macro-level (examining broader societal discourses)—. It highlights the song’s exploration of the transience of life and the universal human longing for permanence. These themes resonate strongly with the prevalent social media trends that often celebrate youth and memorialize it in posts and tributes. The findings suggest that “Forever Young” serves as a personal reflection on the passage of time and a commentary on societal views of aging, vitality, and the unyielding pursuit of youth. It uncovers how the song has become a powerful cultural symbol, contributing to the ongoing digital conversation around the valorization of youth and the depreciation of the complexities associated with aging.*

**Keywords:** *Alphaville, Critical Discourse Analysis, Forever Young, Social Media, Youth*

## **1. Introduction**

In recent years, Alphaville’s song “Forever Young” has experienced a resurgence on social media platforms, often used as a poignant background for posts that commemorate loved ones, celebrate moments of happiness, or juxtapose images of youth and old age (Edwards, 2024). “Forever Young” was initially released in 1984 (Berman, 2024) and has since become a cultural touchstone, particularly for its exploration of the fleeting nature of life and the aspiration to remain youthful forever (uDiscover Team, 2022). In the current digital era, these themes have gained new relevance, as technological advancements and the rise of social media have heightened societal preoccupations with appearance and age. With their built-in filters and editing tools, social media platforms allow users to manipulate their digital identities, often in ways that emphasize youth and downplay signs of aging. De-aging filters, for instance, enable individuals to present themselves as perpetually youthful, echoing the sentiments expressed in the song (Hunter, 2023).

This trend necessitates a deeper understanding of how “Forever Young” is used in contemporary discourse, particularly in online spaces where the line between reality and virtual identity is increasingly blurred (Jordan, 2008). The urgency of this research lies in its ability to shed light on how such cultural artifacts reflect and reinforce societal values, particularly concerning aging and the pursuit of youth. By critically analyzing the song, this study aims to

offer insights into the deeper meanings embedded in its lyrics and how these meanings resonate with modern audiences.

The use of “Forever Young” in social media posts memorializing loved ones or celebrating youthful moments suggests that its lyrics continue to hold significant emotional and symbolic weight. As society grapples with issues related to aging, mortality, and the desire for eternal youth (Megan, 2023), it is essential to explore how cultural texts like songs contribute to and reflect these concerns. Critical discourse analysis (CDA) provides a valuable framework for examining the song’s lyrics at multiple levels—micro, meso, and macro—allowing for a comprehensive understanding of its discursive power (Fairclough, 1995).

This research aims to critically examine how the song’s lyrics engage with societal discourses around aging and youth. By conducting CDA, which consists of micro-level, meso-level, and macro-level analyses, this study aims to uncover how “Forever Young” interacts with and reinforces dominant societal narratives. The findings will have broader implications for understanding the role of music and media in shaping perceptions of aging and youth.

By investigating “Forever Young” through critical discourse analysis, this study seeks to uncover the deeper meanings of the song’s lyrics and their relevance to contemporary societal concerns. Through a multi-level analysis, the research will contribute to a better understanding of how cultural texts engage with and reflect dominant narratives about youth, aging, and mortality, offering increasingly pertinent insights in the age of social media.

## **2. Theoretical Framework**

This study uses critical discourse analysis (CDA) to explore the hidden meanings in Alphaville's song "Forever Young." We delve into the song's deeper layers by combining linguistic theories and cultural studies. The research framework is based on theoretical and practical knowledge from CDA, social media analysis, and cultural portrayals of youth and aging.

### **2.1 Critical Discourse Analysis (CDA)**

CDA, as defined by Norman Fairclough, explores how language reflects, reinforces, and challenges social power structures. It examines discourse at multiple levels (micro, meso, and macro), focusing on how language shapes and is shaped by social, cultural, and ideological contexts. In this research, CDA provides the foundation for analyzing “Forever Young” on various levels, including the linguistic (micro), societal (meso), and ideological (macro).

Fairclough's three-dimensional model of discourse (text, discourse practice, and sociocultural practice) will be central to analyzing how the song's language reflects societal values about youth and aging. Empirical studies using CDA to analyze song lyrics have also shown that lyrics of songs often mirror cultural ideologies and power relations (Adams & Fuller, 2006), hence supporting the use of CDA in this research.

### **2.2 Appraisal Theory**

Appraisal theory, developed by Martin and White, studies how language expresses attitudes, emotions, and social engagement. This theory is part of Systemic Functional Linguistics (SFL), which focuses on three main aspects: attitude, engagement, and graduation (J. R. Martin & White, 2005). This research uses appraisal theory to analyze the emotional and evaluative meanings conveyed in "Forever Young" through the lyrics' expressions of youth, aging, and immortality.

Research has shown that appraisal theory can be effectively used in discourse analysis to understand how emotional and evaluative language in texts influences readers' emotional responses. (Hood, 2010). Similarly, White (2015) showed how appraisal theory can influence

the audience's understanding of cultural texts, emphasizing its importance in analyzing the emotional aspects of "Forever Young."

### **2.3 Cultural Studies: Youth and Aging in Modern Society**

The song "Forever Young" relates to cultural discussions about youth, aging, and the longing for eternal life. The idea of youth as a cultural ideal has been widely studied by Danesi (2023), who argues that modern society idolizes youth and stigmatizes aging, a phenomenon he calls "teen-aging." This study expands on his framework by examining how "Forever Young" lyrics reflect and reinforce these ideals, particularly in the context of current social media trends.

Research on social media and body image has shown how online platforms promote cultural ideals of youthfulness, which can lead to anxiety about aging. (Tiggemann & Slater, 2013). This research builds on these findings to examine how the song's lyrics connect with the current digital age, where social media filters and youth-focused posts reflect and intensify society's concerns about aging.

### **2.4 Social Media and Self-Representation**

The popularity of "Forever Young" on social media highlights the growing significance of self-presentation in online spaces. According to Marwick and Boyd (2014), social media platforms have become essential tools for shaping and portraying identity, with visual tools like de-aging filters enabling users to present a version of themselves that conforms to the cultural ideals of youth. Research by Marwick (2015) also emphasizes how social media intensifies societal pressures to look young and attractive, creating an online world where age is frequently hidden or disregarded. The study by Kurniadi et al. (2023) examines the context and ideologies surrounding Gita Savitri's Instagram social media posts about the "child-free" movement.

This theoretical framework helps the study analyze how "Forever Young" relates to current social media trends, which celebrate youth and either ignore or romanticize aging. Empirical evidence from Chua & Chang's study (2016) on social media's influence on self-perception and aging supports the analysis of how the song's lyrics reinforce these cultural ideals.

### **2.5 Research Hypotheses**

This study proposes the following hypotheses, drawing on theoretical concepts and empirical research:

1. The lyrics of "Forever Young" reinforce societal values prioritizing youth and downplay aging.
2. The song's resurgence on social media platforms is linked to contemporary anxieties about aging and the digital desire to maintain youth through self-presentation.
3. The use of "Forever Young" in posts commemorating loved ones or celebrating youthful moments highlights the cultural tension between life's transience and the pursuit of permanence, as symbolized by youth.

This theoretical framework combines critical discourse analysis, appraisal theory, cultural studies, and social media research to explore how Alphaville's "Forever Young" reflects and reinforces societal discourses on youth, aging, and mortality. That CDA research is intertwined with other social studies is something common. However, how "Forever Young," once a famous song carrying ideas about adolescence, senescence, and impermanence, has reemerged with the same ideas in the modern era, particularly in social media, may offer a novelty in this research.

### **3. Research Method**

#### **3.1 Activity Design**

This study employed a qualitative approach rooted in Critical Discourse Analysis (CDA) to delve into the underlying meanings within the lyrics of Alphaville's "Forever Young." The research is structured across three analytical levels: micro, meso, and macro.

Linguistic features such as clause structures, modality, and appraisal were examined at the micro level. The meso level focuses on the societal and institutional contexts shaping the song's discourse. At the macro level, the analysis explored the broader ideological and power structures embedded in the song's lyrics.

The research aims to uncover how "Forever Young" reflects and reinforces societal values about youth, aging, and mortality, especially in light of its resurgence on social media. The song was analyzed concerning contemporary cultural discourses and trends surrounding aging, youth, and self-representation in digital media.

#### **3.2 Scope/Object**

This research examined the lyrics of Alphaville's "Forever Young" across three levels of analysis. At the micro level, the study focused on the linguistic features of the lyrics, such as clause structures, modality, and appraisal. At the meso level, the research explored the cultural and societal implications of the song, particularly the influence of social media on its re-emergence. At the macro level, the study delved into the broader ideological and power structures embedded in the lyrics, including societal values related to youth and aging.

The scope of this research is limited to the song's lyrics and their interaction with societal and cultural discourses. The study also examined social media trends and their influence on the song's re-emergence.

#### **3.3 Main Materials, Tools, and Place**

This research primarily analyzed the official lyrics of Alphaville's "Forever Young." Linguistic tools such as clause complex analysis, modality analysis, and appraisal theory were employed for micro-level analysis. Fairclough's three-dimensional model of discourse (text, discourse practice, and sociocultural practice) served as the overall analytical framework for this study. This research, furthermore, was conducted using online tools and resources, as the object of study is digitally accessible. No physical setting was needed for this research.

#### **3.4 Data Collection Techniques**

The first step in gathering data was to obtain and confirm the accuracy of the official lyrics for "Forever Young" from trustworthy sources (Gold et al., 2007). This step ensured the accuracy of the next analysis.

The second stage focused on a detailed linguistic analysis of the lyrics. A clause complex analysis was conducted to categorize clauses as paratactic or hypotactic based on their syntactic relationship. A modality analysis was also performed to identify and analyze modal verbs and expressions that conveyed probability, usuality, obligation, and inclination.

The final stage of data collection involved an appraisal analysis of the lyrics. The lyrics were examined for effect, judgment, and appreciation. This analysis focused on emotional and evaluative meanings in the song's lyrics.

#### **3.5 Analysis Techniques**

The analysis was conducted at three levels, each corresponding to a different aspect of critical discourse analysis. At the micro-level, a detailed linguistic analysis was done, involved

a clause complex analysis to categorize clauses as paratactic or hypotactic. Additionally, a modality analysis was conducted to identify and classify modal verbs and expressions into modalization (probability, usuality) and modulation (obligation, inclination). Finally, an appraisal analysis was used to categorize affect, judgment, and appreciation, focusing on how emotions, evaluations, and values are expressed in the lyrics.

At the meso-level, the analysis focused on the social media context of the song's re-emergence. It involved examining how social media trends, such as de-aging filters, relate to the song's themes of youth and aging. At the macro level, the analysis investigated the broader ideological and power structures embedded in the lyrics, eventually exploring how societal values regarding youth and aging were reproduced and reinforced through the song's discourse.

The findings from these three levels of analysis were then synthesized to provide a comprehensive understanding of how "Forever Young" operates at multiple levels of discourse, reflecting and reinforcing societal values related to aging and youth.

## 4. Result and Discussion

### 4.1 Micro Level Analysis

#### 4.1.1 Clause Complex Analysis

The following tables summarize the clause complex analysis of the "Forever Young." These tables contain relevant clauses, their mood types, and the taxis, providing a structured overview of the complex clause analysis of the lyrics.

**Table 1.** The Clause Complex Table

Clause	Mood Type	Parataxis/Hypotaxis	Relationship
Let's dance in style, let's dance for a while	Imperative	Paratactic	Coordination (and)
Heaven can wait, we're only watching the skies	Declarative	Paratactic	Coordination (and)
Hoping for the best but expecting the worst	Declarative (non- finite)	Paratactic	Coordination (but)
Are you gonna drop the bomb or not?	Interrogative	Paratactic	Alternative (or)
Let us die young or let us live forever	Imperative	Paratactic	Alternative (or)
We don't have the power but we never say never	Declarative	Paratactic	Coordination (but)
Sitting in a sandpit, life is a short trip	Declarative (non- finite)	Paratactic	Coordination (,)
The music's for the sad men	Declarative	Single Clause	-
Can you imagine when this race is won	Interrogative	Hypotactic	Projection (mental process)
Turn our golden faces into the sun	Imperative	Single Clause	-

Praising our leaders, we're getting in tune	Declarative (non-finite)	Paratactic	Coordination (,)
The music's played by the, the mad man	Declarative	Single Clause	-
Forever young, I want to be forever young	Declarative	Paratactic	Coordination (,)
Do you really want to live forever?	Interrogative	Single Clause	-
Forever, and ever	Declarative	Paratactic	Coordination (and)
Some are like water. Some are like the heat	Declarative	Paratactic	Coordination (,)
Some are a melody, and some are the beat	Declarative	Paratactic	Coordination (and)
Sooner or later, they all will be gone	Declarative	Single Clause	-
Why don't they stay young?	Interrogative	Single Clause	-
It's so hard to get old without a cause	Declarative	Single Clause	-
I don't want to perish like a fading horse	Declarative	Single Clause	-
Youth's like diamonds in the sun	Declarative	Single Clause	-
And diamonds are forever.	Declarative	Paratactic	Coordination (and)
So many adventures couldn't happen today.	Declarative	Single Clause	-
So many songs we forgot to play	Declarative	Single Clause	-
So many dreams swinging out of the blue	Declarative	Single Clause	-
We'll let 'em come true.	Declarative	Single Clause	-
Forever young, I want to be forever young	Declarative	Paratactic	Coordination (,)
Do you really want to live forever?	Interrogative	Single Clause	-

**Table 2.** The Clause Complex Summary

<b>Mood Type</b>	<b>Number of Clauses</b>	<b>Parataxis</b>	<b>Hypotaxis</b>
<b>Declarative</b>	21	14	1
<b>Interrogative</b>	5	1	1
<b>Imperative</b>	3	3	0

Table 2 above summarizes the distribution and relationships between the song's various mood categories. It shows fourteen out of twenty-one clauses are declarative with a high predilection for parataxis, depicting coordination without subordination. Parataxis can also be found in one of five interrogative sentences: one is hypotaxis, and three are simple clauses emphasizing direct questioning. The speaker's direct instructions or invitations without subordination are reflected in all the imperative sentences connected by parataxis.

When most of the clauses in a text are paratactic, it suggests that the text is composed of clauses that are placed side by side with equal status, often connected by coordinating conjunctions (like "and," "but," "or") or just separated by commas, hence the following characteristics: simplicity and clarity (Hogue, 2017), equal weight to ideas (Halliday & Christian M.I.M. Matthiessen, 2004), immediacy and impact (Jarrin, 2021), and open interpretation (Lutzkanova-Vassileva, 2015)

#### 4.1.2 Modality Analysis

**Table 3.** Modality Analysis Table

<b>Modality Type</b>	<b>Subcategory</b>	<b>Example Clauses</b>	<b>Realization</b>
<b>Modalization</b>	<b>Probability</b>	"Hoping for the best but expecting the worst"	Implied uncertainty about the future.
		"Sooner or later, they all will be gone"	High certainty expressed with "will."
		"Do you really want to live forever?"	Questioning the possibility of eternal life.
	<b>Usuality</b>	"We never say never"	"Never" indicates the absence of usuality.
		"So many adventures couldn't happen today"	Implies the unusuality or rarity of these adventures.
<b>Modulation</b>	<b>Obligation</b>	N/A	Little to no direct realization of obligation.
<b>Modulation</b>	<b>Inclination</b>	"I want to be forever young"	Strong personal desire for eternal youth.
		"Let us die young or let us live forever"	Willingness to accept one of two extreme outcomes.

		"I don't want to perish like a fading horse"	Strong aversion against a particular outcome.
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The use of modality in "Forever Young," described in Table 3, can be understood by examining how probability, usuality, obligation, and inclination are expressed in the lyrics. Probability refers to the likelihood of something happening. The song uses modal verbs and phrases to suggest uncertainty or speculation, such as "hoping for the best but expecting the worst." Usuality refers to the frequency of an event. Phrases like "we never say never" indicate the absence of usuality, while "so many adventures couldn't happen today" implies unusuality. Obligation, furthermore, refers to how much someone is required to do something. The song has little to no direct obligation statements, focusing more on desire and possibility than duty, while inclination refers to the willingness or desire to do something. Expressions of desire or intent, like "I want to be forever young," frequently realize inclination in the song.

In summary, a song with more instances of probability and inclination often deals with themes of uncertainty, hope, and desire, creating a reflective, aspirational, and emotionally resonant experience for the listeners.

#### 4.1.3 Appraisal Analysis

**Table 4.** Appraisal Analysis (Attitude-Affect)

Affect Type	Description	Examples from Lyrics	Number of Occurrences
<b>Positive Affect (Happiness)</b>	Expressing joy, desire for eternal youth, celebration of life	"Forever young, I want to be forever young"; "Dancing in style."	4
<b>Negative Affect (Unhappiness)</b>	Expressing sadness, fear of aging, melancholic reflections	"Hoping for the best but expecting the worst"; "Perish like a fading horse."	3
<b>Insecurity</b>	Reflecting fear, anxiety about the future, uncertainty	"Expecting the worst"; "Are you gonna drop the bomb or not?"	3
<b>Security</b>	The desire for safety, and certainty in being "forever young."	"I want to be forever young" (desire for the security of eternal youth)	2

<b>Dissatisfaction</b>	Discontent with aging, the transient nature of life	"It's so hard to get old without a cause"; "So many dreams swinging out of the blue."	2
<b>Satisfaction</b>	Idealization of youth, contentment in being "forever young."	"Youth's like diamonds in the sun."	2

As described in Table 4, the song "Forever Young" uses a range of emotional expressions (affect) to explore the complex feelings surrounding youth, aging, and mortality. Positive emotions like joy and the celebration of life are juxtaposed with fears, insecurities, and dissatisfaction related to the inevitable passage of time and the desire to hold onto youth.

The song primarily conveys positive affect (happiness and desire) and insecurity, emphasizing a strong yearning for eternal youth and anxiety about aging and mortality. Negative affect and dissatisfaction are also significant, adding to the song's melancholy tone. There are fewer instances of security and satisfaction, suggesting that while the desire for eternal youth is prominent, the song also recognizes the insecurities and dissatisfaction with life's fleeting nature. This analysis reveals the song's emotional complexity, balancing joy and fear, desire and anxiety, making it celebratory and reflective.

**Table 5.** Appraisal Analysis (Attitude-Judgement)

<b>Judgment Type</b>	<b>Description</b>	<b>Examples from Lyrics</b>	<b>Number of Occurrences</b>
<b>Capacity</b>	Evaluation of capability or vitality associated with youth	Implied or through the idealization of youth	1
<b>Tenacity</b>	Determination to remain young	"I want to be forever young"	3
<b>Normality</b>	Evaluation of youth as extraordinary	"Youth's like diamonds in the sun"	2
<b>Veracity</b>	Reflection on the truth of life and mortality	Implied through existential questions	1
<b>Propriety</b>	Ethical reflection on the potential for destruction	"Are you gonna drop the bomb or not?"	1

From the point of view of judgement in Table 5, the song "Forever Young" mainly addresses social esteem, emphasizing the appeal of youth and the determination needed to sustain it.

Although it briefly considers social sanction, especially regarding the ethical consequences of life-threatening actions, these aspects are less emphasized than the song's focus on the exceptional worth of youth and the resolve to maintain it. This analysis highlights how the song assesses life and youth through societal expectations and personal aspirations.

**Table 6.** Appraisal Analysis (Attitude-Appreciation)

<b>Appreciation Type</b>	<b>Description</b>	<b>Examples from Lyrics</b>	<b>Number of Occurrences</b>
<b>Reaction Impact</b>	- Emotional response to the concept of eternal youth	"Forever young, I want to be forever young"; "Do you really want to live forever?"	4
<b>Reaction Quality</b>	- Positive evaluation of youth's attributes	"Youth's like diamonds in the sun."	2
<b>Composition - Complexity</b>	Reflection on the balance of hope and fear, simplicity, and depth	"Hoping for the best but expecting the worst."	2
<b>Valuation Value</b>	- High valuation of youth and eternal life	"Youth's like diamonds in the sun."	3

The song "Forever Young" deeply explores the concept of youth through appreciation, highlighting its emotional significance, complexity, and inherent value. The lyrics idealize youth, underscoring its appeal and the intense emotions it evokes. The song's straightforward yet profound structure reflects the depth of its themes, making it relatable and intellectually stimulating for listeners.

**Table 7.** Appraisal Analysis (Engagement-Mongloss/Heterogloss)

<b>Engagement Type</b>	<b>Examples from Lyrics</b>	<b>Description</b>
<b>Monogloss</b>	"I want to be forever young," "Youth's like diamonds in the sun."	Direct assertions or unchallenged statements reflecting a singular perspective.
<b>Heterogloss</b>	"Hoping for the best but expecting the worst," "Do you really want to live forever?"	Acknowledgment of alternative perspectives or possibilities.

The song "Forever Young" combines direct expression of desire and idealized concepts with moments that encourage reflection on the complexities of eternal youth and death. Using heterogloss, representing different voices or perspectives adds depth to the song by exploring

existential questions. Monogloss, on the other hand, reinforces the main theme of longing for an idealized state. This balance between assertiveness and introspection makes the song relatable to listeners with similar hopes and doubts.

**Table 8.** Appraisal Analysis (Engagement-Expansion/Contraction)

<b>Engagement Type</b>	<b>Subcategory</b>	<b>Examples from Lyrics</b>	<b>Number of Occurrences</b>
<b>Dialogic Expansion</b>	<b>Entertain</b>	"Hoping for the best but expecting the worst"; "Do you really want to live forever?"; "Why don't they stay young?"	3
<b>Dialogic Expansion</b>	<b>Attribute</b>	None	0
<b>Dialogic Contraction</b>	<b>Disclaim</b>	"We don't have the power, but we never say never."	1
<b>Dialogic Contraction</b>	<b>Proclaim</b>	"I want to be forever young"; "Youth's like diamonds in the sun."	2

The song "Forever Young" mainly uses Dialogic Expansion, which introduces possibilities and questions to encourage different viewpoints. It is done through Entertain, which presents alternative perspectives. However, the song also uses Dialogic Contraction, which involves making strong statements or assertions. It is done through Proclaim, particularly when expressing strong desires or values related to youth. Disclaim, used less often, involves denying or rejecting certain ideas or limitations. The combination of expansion and contraction reflects the song's exploration of complex emotions and desires related to eternal youth.

**Table 9.** Appraisal Analysis (Engagement-Expansion/Contraction)

<b>Graduation Category</b>	<b>Subcategory</b>	<b>Examples from Lyrics</b>	<b>Number of Occurrences</b>
<b>Force</b>	<b>Intensifiers</b>	"Forever young"; "All will be gone."	3
<b>Force</b>	<b>Mitigators</b>	(None prominently identified in the song)	0

<b>Focus</b>	<b>Sharpening</b>	"Youth's like diamonds in the sun"; "Diamonds are forever"	2
<b>Focus</b>	<b>Softening</b>	(None prominently identified in the song)	0

The song "Forever Young" mainly uses intensifiers and sharpening techniques to express a strong and focused desire for eternal youth. These techniques make the desire for youth seem more precious and enduring. The song uses few mitigators or softening techniques, emphasizing clear and strong statements about life, youth, and permanence. This use of graduation, which refers to the use of intensifiers and sharpeners, reflects the song's overall tone of certainty and longing for a constant, ideal state.

The micro-level Critical Discourse Analysis (CDA) of "Forever Young" analyzes how language contributes to the song's message and emotional impact. The song's use of declarative clauses and parataxis creates a sense of simplicity, clarity, and directness. By presenting clauses side by side with equal importance, connected by coordinating conjunctions, or simply placed next to each other, the song delivers its ideas with immediacy and impact. Furthermore, using imperative and interrogative clauses without subordination reflects the speaker's direct communication style, reinforcing the song's straightforward narrative.

The use of modality, especially in expressions of probability and inclination, highlights themes of uncertainty, hope, and desire. Phrases like "hoping for the best but expecting the worst" emphasize the speculative nature of the song. At the same time, statements expressing desire, such as "I want to be forever young," highlight the emotional aspirations at the core of the lyrics. This focus on inclination rather than obligation creates a reflective and aspirational tone. Furthermore, the emotional complexity is further developed through contrasting affective expressions, where joy and celebration of youth are juxtaposed with fears of aging and mortality, balancing a sense of optimism with anxiety.

The use of judgment and appreciation in the song emphasizes youth as an idealized state, highlighting its societal and emotional value. The song praises youth through social esteem, recognizing its importance and the determination needed to maintain it. Although some ethical considerations are briefly mentioned, the focus remains on the personal and societal desire to hold onto youth. The song's simple structure reflects its profound themes, offering a relatable yet intellectually stimulating exploration of youth's emotional and cultural significance.

In summary, a micro-level CDA shows how linguistic features, such as parataxis and modality, along with affective, judgmental, and appreciative stances, combine to present youth as a desirable but temporary ideal filled with hope, desire, and anxiety.

## 4.2 Meso-level Analysis

**Table 10.** Meso-level Analysis

Aspect	Description	Examples/Analysis
<b>Genre and Conventions</b>	Focuses on the genre of the song and its conventions, including thematic elements typical for the genre.	- The song is a pop ballad with common themes of nostalgia, desire for eternal youth, and reflection on life and mortality.
<b>Audience and Accessibility</b>	Examines the target audience and the song's appeal to them through language and structure.	- Appeals to a broad audience by addressing universal concerns and emotions.
<b>Social Context and Cultural Significance</b>	Looks at how the song reflects and engages with broader societal values, norms, and cultural concerns.	- Reflects cultural obsession with youth and the fear of aging.
<b>Institutional Influence</b>	Considers the music industry's role in shaping and promoting themes that resonate with societal values.	- The music industry often promotes emotionally resonant and marketable themes, such as the idealization of youth.
<b>Power Relations and Ideology</b>	Analyzes how the song's content might reinforce societal power dynamics or ideologies, particularly those related to age, beauty, and value.	- Represents youth as the ideal state, possibly marginalizing other life stages. - Perpetuates that youth is synonymous with life and value, reflecting broader societal norms.

We can understand the song's interactional and organizational aspects at the meso level, as seen in table 10, to understand its relationship to social and cultural contexts. As a pop ballad, "Forever Young" employs themes of nostalgia, the desire for eternal youth, and reflections on life and mortality, which are common in the genre and contribute to its emotional appeal (Chou & Lien, 2014). The song's language and structure are designed to be accessible and emotionally resonant, appealing to a wide audience by tapping into universal emotions and concerns.

The song reflects a broader cultural obsession with youth and the fear of aging, prevalent in many societies. The music industry promotes and reinforces these themes through songs like "Forever Young," emphasizing marketability and broad appeal (Meier, 2017). The cultural significance of the song lies in its ability to resonate with universal human experiences and concerns (Liu et al., 2024), where, in this case, it mirrors societal values and norms about aging.

Like many other popular songs, this song represents youth as an ideal state (Bennett, 2008), and it potentially marginalizes other life stages, such as old age (Cruikshank, 2013). This reinforcement of societal norms values youth over age and beauty over experience. The lyrics perpetuate that youth is synonymous with life, energy, and value while aging is something to

be feared. Analyzing "Forever Young" at the meso level provides insight into how the song operates within and contributes to broader social discourses and institutions.

### 3 Macro level Analysis

**Table 11.** Macro Level Analysis

Aspect	Description	Examples/Analysis
<b>Social and Cultural Context</b>	Examines how the song reflects societal norms, values, and cultural concerns related to youth and aging.	<b>Obsession with Youth:</b> Reflects a cultural obsession with youth and the fear of aging.
		<b>Cultural Reflection:</b> Mirrors societal concerns about aging and mortality, emphasizing the universal desire to preserve youth.
<b>Power and Ideology</b>	Analyzes how the song reinforces or challenges dominant ideologies and power structures, particularly those related to age and consumer culture.	<b>Reinforcement of Ageism:</b> Idealizes youth, potentially marginalizing older age groups.
		<b>Consumer Culture:</b> Reflects consumerist ideologies, where industries profit from promoting youthfulness through products and media.
<b>Institutional and Societal Implications</b>	Considers the role of societal institutions, such as the music industry, in shaping and perpetuating the song's themes.	<b>Music Industry's Role:</b> The music industry perpetuates the idealization of youth by promoting relatable, marketable content.
		<b>Societal Impact:</b> The song influences societal attitudes towards aging and youth.

Table 11 shows how "Forever Young" was analyzed at the macro level. At this level, we must consider how the lyrics interact with broader societal and cultural contexts and the power dynamics and ideologies they might reinforce or challenge. The song reflects a cultural obsession with youth and the fear of aging, which is particularly prevalent in Western societies. The idealization of youth and the desire to remain young forever highlight societal preferences for vitality, beauty, and the carefree nature often associated with youth (R. Martin, 2012).

The desire for eternal youth is an ancient theme, evident in Herodotus's tales of rejuvenating waters (Klapisch-Zuber, 2015) and Ponce de Leon's quest for the Fountain of Youth (Peck, 1998). This enduring fascination was reignited in the 1980s with the release of "Forever

Young," and it continues to resonate today (DiNardo, 2024). The song's recent popularity on social media platforms reflects society's ongoing admiration for youthfulness.

This song can be seen as a cultural artefact that mirrors societal concerns about aging, mortality, and the fleeting nature of life. It taps into universal human desires to preserve youth and avoid aging, a recurring theme in literature, film, and music. The song might reinforce ageist ideologies that value youth over age and experience by idealizing youth and expressing a desire to stay young forever. It reflects a broader societal trend where older individuals are often marginalized or devalued in favor of younger, more vibrant generations (Weir, 2023).

Furthermore, the song reflects the consumerist culture that promotes youthfulness through products, media, and lifestyle choices (Lupton, 1994). This ideology often ties to the economic interests of industries like fashion, beauty, and entertainment, profiting from the desire to maintain a youthful appearance like the phenomenon of 'Sephora Kids' (Taylor, 2024). The music industry plays a significant role in perpetuating the idealization of youth by producing and promoting songs that resonate with these themes. The industry's focus on marketable, relatable content means songs like "Forever Young" are not just artistic expressions but also commercial products designed to appeal to a wide audience. The widespread popularity of such songs contributes to shaping societal attitudes towards aging and youth, influencing how individuals perceive their own aging process and the value they place on different stages of life.

## 5. Conclusion

The song "Forever Young," seen from the micro-level analysis, utilizes specific linguistic structures to evoke a powerful, clear longing for youthfulness that resonates universally. Through declarative statements, parataxis, and modal choices, the song achieves a straightforward and emotionally charged delivery, emphasizing the uncertainties of life, the hopeful pursuit of youth, and the idealization of youthful qualities. This structure makes the themes accessible and evocative, engaging listeners with familiar sentiments of hope, longing, and existential reflection.

According to the hypotheses, the finding also suggests that "Forever Young" glorifies youth and strongly connects with current cultural trends. Its frequent presence on social media taps into society's broader anxieties about aging and the pursuit of permanence. On a cultural level (meso and macro levels), the song reinforces society's emphasis on youth and its reluctance to embrace aging, aligning with age-based stereotypes and preferences. By idealizing youth and largely disregarding other life stages, the song highlights society's tendency to value youthfulness, a trend further promoted by the music industry. Thus, "Forever Young" acts as a significant cultural symbol, reflecting collective concerns and aspirations while emphasizing the enduring appeal of youth in the public mind.

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# Application and violation of politeness maxims used by President Biden's speech: A pragmatics analysis

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## Abstract

*This research uses Geoffrey Leech's politeness theory to examine the application and violation of the Politeness Principle in President Joe Biden's speech regarding the Israeli-Palestinian conflict. The study aims to explore the dominant relationship between the application and violation of politeness maxims in his speech and to understand the reasons behind these occurrences, which may influence public perception. By analyzing Biden's language through Leech's framework, which includes maxims of tact, generosity, approbation, modesty, agreement, and sympathy, the research delves into how these maxims are either respected or violated in the context of the political alliance between the United States and Israel. This focus is essential as it sheds light on how language in political discourse can reflect diplomatic motives and social norms. The research uses a descriptive qualitative approach to analyze Biden's speech as the primary data source. The results indicate that President Biden often violates the politeness maxims, which can be attributed to the political cooperation between the United States and Israel. These violations are influenced mainly by the need to assert political power and solidarity with Israel, which sometimes leads to breaches in the expected politeness norms. However, in specific instances, Biden strategically applies politeness maxims to maintain his public image, demonstrating a delicate balance between political objectives and the necessity to manage public perception. The findings reveal how language in political speeches serves not only as a tool for diplomacy but also as a mechanism for controlling public opinion, particularly in sensitive international matters.*

**Keywords:** *Leech's Politeness Principle, Maxim, Speech*

## 1. Introduction

In the context of political communication, particularly in formal speeches, pragmatics plays a crucial role in shaping the delivery and reception of the message. A political speech serves as a means for a leader to convey ideas, thoughts, and information to the public, making it vital to use language strategically. Speeches are critical for transmitting ideas and connecting with the audience. The language used in political speeches is influenced by the social environment, the expectations of the audience, and the broader context in which the speech occurs (Akhadiah, S., Ridwan, S. H., & Arsjad, 1988). These factors guide the speaker in selecting relevant topics and communication strategies, ensuring the message aligns with the intended goals. Thus, pragmatics becomes an essential framework for understanding how political leaders craft their messages to influence public perception (Sinaga, N. T., Sagala, H., Hutabarat, U. E., Sinaga, J. A., & Nababan, 2022).

One of the critical aspects of pragmatics is the application of the Politeness Principle, which governs how speakers maintain harmonious relationships with their audience through

language. This principle is particularly significant in political discourse, as it helps maintain respect and civility between the speaker and the public. The Politeness Principle, as classified by Leech (1993), includes six maxims: Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy. These maxims serve as guidelines for politeness in communication, ensuring that the speaker's language is respectful and effective in achieving their goals. Politicians, especially those addressing sensitive issues, often rely on these principles to convey their messages diplomatically and maintain credibility.

The significance of this research lies in its investigation of how President Joe Biden applies or violates these politeness maxims in his speeches, particularly in the context of the Israeli-Palestinian conflict. The application or violation of these maxims can profoundly impact how the public perceives the speaker's stance on the issue. The research aims to identify patterns in Biden's speech, analyzing whether the maxim violations are strategically employed for political purposes or if they occur due to the political dynamics between the United States and Israel. Given the complex nature of international diplomacy, understanding how language is used in such speeches can shed light on the underlying political strategies (Al Adawiyah & Rahmawati, 2023).

Additionally, presidential speeches frequently contain figurative language or implied meanings that require a deeper interpretation, making understanding the content more complex. The speech of United States President Joe Biden, particularly his address regarding the Israel-Palestine conflict, provides an interesting case of how these rhetorical devices are employed. Given the United States' historical support for Israel, with the U.S. being the first to recognize Israel as a state in 1948, Biden's speech is layered with political implications, especially considering the delicate nature of international relations and the ongoing conflict.

The use or violation of these maxims in Biden's speech is potentially influenced by the United States' strong support for Israel, which may result in implicit statements or rhetoric that are not immediately clear to the audience. For example, ambiguous or indirectly conveyed statements may be strategic choices aimed at maintaining diplomatic ties while addressing sensitive topics. Therefore, this research explores how these politeness maxims are applied and violated in President Biden's speech, analyzing the reasons behind such choices and the effects on public perception. By examining the intersection of pragmatics, politeness, and political communication, this study aims to offer a deeper understanding of how language functions in high-stakes political discourse, especially in the context of international conflict (OLADEJI, 2024)

This research is significant because it not only delves into the specific linguistic features of political speeches but also offers a broader understanding of how politeness and pragmatics shape political communication. The findings from this study can contribute to a deeper comprehension of how leaders use language to influence public opinion, maintain diplomatic relations, and achieve their communication objectives. This study aims to find the most dominant and submissive type on the application and violation of politeness principle by Leech (1993) and the reasons for applying and violating those principles in President Biden's speech. Finally, a conclusion is drawn based on the research findings (Baok, L. F. S. B., Jayantini, I. G. A. S. R., & Santika, 2021).

## **2. Theoretical Framework**

### **2.1 Pragmatics**

Pragmatics is a field of linguistics that examines how language is used in communication, focusing on the relationship between language and context. Yule (2022) describes pragmatics as the theory that examines how language users relate to the languages they use. Cleopatra, A. R., & Dalimunthe, S. F. (2016) argue that pragmatics examines language and how to

communicate effectively. Rahardi (2019) defines pragmatics as a field of study that deals with meaning, especially the speaker's meaning. Leech (1993) explains that pragmatics is a research field that studies meaning related to the use of language in a communication context, while semantics is concerned with the study of meaning in the sentence itself. Tarigan (2009) suggests that pragmatics is a study of the relationship between language and context, which is the basis for understanding language in a specific context.

On the other hand, according to Djajasudarma (Tania & Hermaliza, 2021), pragmatics is a field that studies how language is used in speaking in certain situations. Based on the explanations from the experts, pragmatics can be explained as the science of language which studies the rules and norms in using language to influence other people and create effective communication. Pragmatics highlights the need to understand the context of language use, recognizing that words are interpreted based on the surrounding circumstances and the speaker's intentions.

## **2.2 Politeness**

The theory of politeness, as explained by Robin Lakoff (in Chaer, 2010), emphasizes three principles: formality, hesitation, and equality or kinship. These principles suggest that a less formal, less firm, and lower-status speech will be perceived as less polite. Lakoff argues that a polite utterance avoids arrogance or imposition, gives choices to the interlocutor, and makes the interlocutor feel calm. In contrast, Brown P. & Levinson S. (1987) relate politeness to facial expressions, highlighting the importance of maintaining eye contact. They propose two aspects of the face, positive face, and negative face, representing a person's self-esteem. Negative speech can lead to a negative facial expression, while positive speech evokes a positive response. Leech also expressed his opinion (1993), which describes the principles of politeness in six types of maxims. These maxims are the Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim, and Sympathy maxim. Among several politeness theories in this research, the theory used by the researcher is the theory put forward by Geoffrey Leech. The researcher chose this theory because the principles of politeness explained by Leech can be applied well in delivering a speech where there is interaction between the speaker and the listener. This theory provides a comprehensive framework for understanding how messages are packaged and delivered effectively in various communication situations.

## **2.3 Leech's Politeness Principle**

Leech (1993, p. 206) states that there are six maxims in politeness principle. For further details, see Table 1 below:

**Table 1.** Maxims in Politeness by Leech

Maxim	Explanation
Tact Maxim	Make the loss to others as small as possible and make the benefit to others as significant as possible.
Generosity Maxim	Make your profit as small as possible and your loss as large as possible.
Approbation Maxim	Criticize others as little as possible and praise others as much as possible.
Modesty Maxim	Praise yourself as little as possible and criticize yourself as much as possible.

Agreement Maxim	Avoid disagreements between yourself and others as much as possible and try to reach agreement as much as possible.
Sympathy Maxim	Minimize antipathy between yourself and others and increase sympathy between yourself and others as much as possible.

## **2.4 Speech**

According to Kamus Besar Bahasa Indonesia (1990, p. 861), speech involves conveying thoughts through words to a large audience at public events like conferences or seminars to deliver a clear message, influence listeners, and create understanding or change in their thoughts or attitudes. Budimansyah & Syam (2006, p. 7) defines speech as using words effectively to influence communication by choosing the right words, and Arsjad (1988) defines speech as using interesting language styles. Arshad (1988, p. 53) states that giving a speech is conveying thoughts, information, or ideas to convince the listener, using spoken language to influence and make them understand and respond to the messages. In summary, a speech is a verbal expression in front of an audience to convey something in a certain context, with the speaker aiming to influence and inspire listeners.

According to Badriyah (2021) in the Gramedia Blog, a speech has five main purposes. These include greeting, influencing listeners, providing information, entertaining the listener, and convincing the listener. President Joe Biden's Speech is included in the fifth purpose of the speech, namely to Convince the Listener. President Joe Biden's Speech regarding the Israel-Palestine conflict aims to convince his audience because this is part of his duties as leader of the United States. There are also four types of speeches: informative, recreational, argumentative, and persuasive. President Joe Biden's speech on the Israel-Palestine conflict is a type of Persuasive Speech. In the speech, Biden emphasized values such as peace and justice, the use of evidence and facts to support his arguments, and a promising appearance as a leader.

## **2.5 Previous Studies**

Previous research has extensively explored the application of Geoffrey Leech's politeness principle in various communication contexts. Bahtiar (2018), for instance, investigated the speech of teenagers in a village setting, demonstrating the prevalence of politeness maxims in their interactions. Nurhaeni (2019) explored the role of politeness in building customer relationships in social media, highlighting its importance in online interactions. Triana (2019) analyzed politeness principles in the film "Kartini," showcasing their role in shaping character development and narrative structure. Rizky, Maharani A., Sinaga, A. ., & Akhyaruddin (2022) examined the application of politeness principles in teacher-student communication, specifically focusing on written communication in the form of personal and official letters. Al Adawiyah (2023) confirmed the importance of politeness in religious preaching and sermons through an analysis of speeches by Gus Miftah. These studies underscore politeness's significance in maintaining social harmony, building relationships, and shaping communication dynamics. This research expands upon these prior studies by examining both the application and violation of politeness maxims in President Joe Biden's speech on the Israel-Palestine conflict. It focuses specifically on the analysis of the six maxims outlined by Leech: Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy. This research distinguishes itself by focusing on political speech and utilizing a different data source than previous studies.

While previous studies have explored applying Leech's politeness principles in various contexts, there remains a gap in research specifically addressing the application and violation of these maxims in political speeches, particularly those delivered by world leaders. Although studies like those by Bahtiar (2018) and Nurhaeni (2019) have highlighted the importance of politeness in social settings and digital communication, the nuances of politeness within politically charged speeches, especially in international conflicts, have not been fully examined. Moreover, previous research tends to focus on applying politeness principles or their violations separately rather than analyzing both aspects simultaneously within the same discourse. Additionally, while the studies on religious preaching and teacher-student interactions (Al Adawiyah & Rahmawati, 2023; Triana, 2019) emphasize the role of politeness in fostering positive relationships, they do not account for the complexity and implicit nature of language used in political discourse, where strategic violations may serve specific communicative or political purposes. This gap in the literature calls for an investigation into the application and violation of politeness principles in a highly polarized and sensitive issue such as the Israel-Palestine conflict, where the balance between diplomacy, national interest, and public perception is crucial. This research aims to fill this gap by analyzing President Joe Biden's speech, offering new insights into how politeness maxims are employed or violated in the realm of international politics.

### **3. Research Method**

This study utilizes a qualitative descriptive approach to analyze the principles of politeness in President Joe Biden's speech regarding the Israel-Palestine conflict. According to Sugiyono (2010, p. 16), Qualitative research involves an inductive data analysis method based on the data collected and subsequently developed into a hypothesis. As stated by Bogdan & Biklen (1997, p. 21), Qualitative research is a methodological approach that generates descriptive data in the form of written or spoken language and observed human actions. Furthermore, this research method is characterized by a descriptive qualitative approach. Based on the opinion expressed by Whitney (1960, p. 160), the descriptive method means research to find facts using appropriate interpretation. Apart from that, Rahmadi (2010, p. 13) also believes that descriptive research is research that tries to give an idea systematically and carefully about actual facts and the characteristics of certain populations. Therefore, this research on President Joe Biden's speech uses a qualitative descriptive method where the researcher only looks for data, analyzes it, and interprets it based on facts.

The research focuses on a 15-minute, 4-second speech video from the ABC News YouTube channel. Data was collected from the speech transcript retrieved from The New York Times website through listening, reading, and note-taking techniques. The data collection involved watching the video, finding the transcript, and recording relevant data. Data analysis was conducted using a qualitative descriptive approach, including grouping data based on specific aspects, classifying data into different types of politeness maxims according to Leech's theory, and analyzing the application and violation of politeness maxims along with their reasons. Data validation was achieved through triangulation. Sugiyono (2010, p. 327) states that triangulation collects existing data and sources. Therefore, the researcher collected data from different sources, including President Joe Biden's speech. In this research, data triangulation techniques were used to validate the validity of the data that had been collected.

## **4. Findings and Discussions**

### **4.1 Findings**

The writer found 42 data points in President Biden's speech in paragraph form. There are 0 applications and seven violations in the Tact maxim category, three applications and three

violations in the Generosity maxim category, two applications and one violation in the Approbation maxim category, 0 applications and nine violations in the Modesty maxim category, seven applications and four violations in the Agreement maxim category, three applications and three violations in the Sympathy maxim category. Therefore, the researcher explains the research findings in Table 1 below.

**Table 2.** Research Findings

<b>No.</b>	<b>Data Number</b>	<b>Category</b>	<b>Reason</b>
1.	D.1/P.1/A/Agm	Application of Agreement maxim	Emphasizing the importance of considering the impact of current decisions on the future.
2.	D.2/P.2/V/Mm	Violation of Modesty maxim	The speaker is not modest about being the first American president to go to Israel during the war.
3.	D.3/P.2/V/Sm	Violation of the Sympathy maxim	Exploiting the tragedy for personal gain instead of showing sincere empathy.
4.	D.4/P.2/A//Gm	Application of Generosity maxim	Prioritizing the safety of American citizens who are being held hostage shows an attitude of generosity.
5.	D.5/P.3/V/Gm	Violation of Generosity maxim	The speaker seeks his benefit to create a positive image by expressing support for Palestine but still supplies weapons to Israel.
6.	D.6/P.4/V/Sm	Violation of Generosity maxim	Give sympathy, not sympathy, and defend one party that will offend the other party.
7.	D.7/P.4/V/Tm	Violation of Tact maxim	Attributing sad tragedy to others undermines one's self-image.
8.	D.8/P.5/V/Agm	Violation of Agreement maxim	Showing critical remarks towards Hamas and Putin, describing them as threats and stating Hamas' stated goal of destroying Israel and killing Jews.
9.	D.9/P.6/V/Agm	Violation of Agreement maxim	Showing disagreement with Putin and disapproval of his claims about Ukraine.
10.	D.10/P.7/A/Agm	Application of Agreement maxim	Reflects agreement on the relevance of the current conflict and the importance of Israel and Ukraine's success to American national security

11.	D.11/P.8/A/Agm	Application of Agreement maxim	The speaker seeks to achieve public agreement on the importance of a firm response to terrorism and aggression.
12.	D.12/P.9/V/Agm	Violation of Agreement maxim	Creating disagreements about the political situation.
13.	D.13/P.10/A/Apm	Application of Approbation maxim	Praising NATO's role in maintaining European and American security.
14.	D.14/P.10/A/Gm	Application of Generosity maxim	Demonstrating an attitude of generosity and protection towards NATO allies.
15.	D.15/P.11/V/Mm	Violation of Modesty maxim	Showing the position and role of his country in the immodest manner.
16.	D.16/P.12/V/Gm	Violation of Generosity maxim	Showing an attitude of generosity without being wholehearted to achieve a certain purpose.
17.	D.17/P.13/V/Mm	Violation of Modesty maxim	Exaggerations were used to describe the role of the United States.
18.	D.18/P.13/V/Gm	Violation of Generosity maxim	The speaker puts his interests first.
19.	D.19/P.14/V/Sm	Violation of Violation maxim	The speaker does not show sympathy for other parties involved in the conflict.
20.	D.20/P.15/V/Tm	Violation of Tact maxim	The discrepancy between words and actions regarding the protection of civilians in Gaza.
21.	D.21/P.16/V/Agm	Violation of Agreement maxim	Stating certain conditions for the delivery of humanitarian aid to Gaza.
22.	D.22/P.17/V/Tm	Violation of Tact maxim	Conveying sensitive issues that could offend other parties.
23.	D.23/P.18/A/Sm	Application of Sympathy maxim	Expressing concern and empathy for the Jewish community.
24.	D.24/P.18/V/Apm	Violation of Approbation maxim	Using sensitive statements can be derogatory towards a community.
25.	D.25/P.19/A/Apm	Application of Approbation maxim	Giving a positive assessment of Wadea and his family as proud Palestinian Americans.
26.	D.26/P.20/A/Agm	Application of Agreement maxim	Expressing the importance of opposing antisemitism and Islamophobia.
27.	D.27/P.21/V/Mm	Violation of Modesty maxim	Using overly self-praising statements.

28.	D.28/P.22/A/Sm	Application of Sympathy maxim	Showing empathy for every individual's right to debate and differ.
29.	D.29/P.23/A/Agm	Application of Agreement maxim	Emphasizing the importance of unity and seeing each other as fellow Americans.
30.	D.30/P.23/V/Tm	Violation of Tact maxim	Using sensitive statements by making comparisons between the 9/11 tragedy and the situation in Israel.
31.	D.31/P.24/V/Mm	Violation of Modesty maxim	Expressing exaggerated claims about America as a great country.
32.	D.32/P.25/V/Tm	Violation of Tact maxim	Using impolite and offensive language towards other parties.
33.	D.33/P.26/V/Mm	Violation of Modesty maxim	Using statements that are too proud of himself or his nation.
34.	D.34/P.27/V/Tm	Violation of Tact maxim	Expressing a firm opinion without considering the complexity of the situation in Ukraine.
35.	D.35/P.28/V/Mm	Violation of Modesty maxim	Using statements that are overly proud of the United States' contribution to providing military equipment to Ukraine.
36.	D.36/P.29/V/Mm	Violation of Modesty maxim	Using statements that are not humble and exaggerate personal achievements.
37.	D.37/P.30/A/Agm	Application of Agreement maxim	Conveying ideas that align with common knowledge and the values Americans hold.
38.	D.38/P.30/V/Mm	Violation of Modesty maxim	He exaggerates his experience in Kyiv and ties it to the American idea and America's role as a beacon to the world.
39.	D.39/P.31/A/Sm	Application of Sympathy maxim	Expressing empathy and concern for people worldwide who feel the same pain.
40.	D.40/P.32/V/Tm	Violation of Tact maxim	Stating a statement that was not tactful because it did not consider the complexity of the situation and linked other parties
41.	D.41/P.33/A/Agm	Application of Agreement maxim	Calling for unity as the United States and achieving things beyond

			individual capabilities through unity and cooperation.
42.	D.42/P.33/A/Gm	Application of Generosity maxim	Showing generosity and giving prayers or good wishes to others.

The researcher also explains the percentage of Application and Violation of Politeness Maxim in Table 2 below. With this percentage, it can be seen how President Biden tends to violate the principle of decency more than implementing it. It may be due to several factors, such as the need to maintain strong political relations with Israel or because President Biden feels that violating the principle of civility is more effective in achieving his communication goals in certain situations.

**Table 3** Politeness Maxim Findings

NO.	Types of Maxim	Application	Violation
1.	Tact maxim (Tm)	0	7
2.	Generosity maxim (Gm)	3	3
3.	Approbation maxim (Apm)	2	1
4.	Modesty maxim (Mm)	0	9
5.	Agreement maxim (Agm)	7	4
6.	Sympathy maxim (Sm)	3	3
<b>Total</b>		<b>15</b>	<b>27</b>
<b>Percentage</b>		<b>36%</b>	<b>64%</b>
<b>Grand total</b>		<b>42 Data</b>	

The percentage of violations reached 64%, indicating a significant tendency to not adhere to the principles of politeness in communication. It may be caused by the United States' political position as a major supporter of Israel, the political pressure faced by President Biden, or the communication strategies he has chosen. As explained in the first chapter, this research aims to identify how President Joe Biden applies and violates Politeness maxims according to Leech in his speeches. In this chapter, the writer presents the results of research findings on the applications and violations of the Leech Politeness Principle and the reasons behind those applications and violations in President Joe Biden's speech.

President Biden's speech on the Israel-Palestine conflict showed a significant number of violations of politeness maxims, with 64% of the utterances identified as violating these principles. The most frequently violated maxim was the Modesty maxim, with nine instances, while the least frequently violated was the Approbation maxim, with only one instance. Conversely, the Agreement maxim was the most frequently applied, with seven instances, while the Tact and Modesty maxims were not applied. It suggests that political considerations and the sensitive nature of the conflict may have overridden the application of politeness principles in Biden's speech. Violating these maxims, particularly through excessive self-aggrandizement, can be perceived as arrogance and a lack of empathy towards Palestinians, potentially damaging the United States' image as a fair and objective mediator. In the context of a complex conflict like Israel and Palestine, where multiple parties are involved with conflicting interests, the United States must maintain its image as a country that is objective, fair, and committed to a just and sustainable solution. Violating politeness principles in this sensitive context could undermine this view and raise doubts about the United States' role in

resolving the conflict. A negative impact on the world community's perception of the United States could impact diplomatic relations, international support, and the country's overall image. Therefore, it is very important for state leaders to carefully consider the principles of good communication to maintain a positive image in the eyes of the world community.

#### **4.2 Discussion**

In this study, the most common type of violation is in the modesty maxim, while the least common is in the approbation maxim. Violations of the modesty maxim and approbation maxim by President Biden can have several negative effects. Excessive self-aggrandizement can make other countries feel uncomfortable or offended, especially countries that support Palestine, as they may perceive it as arrogance and a lack of empathy towards the suffering of Palestinians. Additionally, boasting about the United States' position can exacerbate conflicts as it can be interpreted as unbalanced support and trigger anger and resistance from the Palestinian side. Lastly, suppose President Biden excessively boasts about the United States' position. In that case, it can undermine the credibility of the United States in the eyes of the world as it may be seen as a lack of humility and an inability to understand other perspectives. This research offers a new perspective on the complexity of applying and violating politeness principles in a political context, showing that politeness principles do not always apply, especially in highly sensitive and emotional situations. Furthermore, the writer compared it with previous studies to better understand this topic and its relationship to Leech's politeness principles theory. Comparison with previous studies can provide additional insights and strengthen existing findings.

Based on the comparison of previous research results outlined, there are significant differences in research results and focus. In this study, the researcher found that in President Joe Biden's speech regarding the Israel-Palestine conflict, there were more violations of politeness principles than applications. It is interesting because previous research tended to find the application of politeness principles in different contexts. The researcher analyzed the situation based on Leech's theory and provided an in-depth analysis by explaining the reasons, causal factors, and impacts of the violations of politeness principles. With this approach, the researcher aims to demonstrate the importance of understanding how politeness principles can be violated in certain communication situations and provide a more comprehensive insight into the matter.

In discussing the findings of this study, it is crucial to synthesize the results with previous research to understand the implications of politeness violations in political communication. As noted in earlier studies, politeness principles often serve as a means of maintaining social harmony and managing face-threatening acts. For instance, Bahtiar (2018) explored how politeness maxims are observed in the speech of teenagers, noting that the tact maxim is crucial in maintaining interpersonal harmony. Similarly, Nurhaeni (2019) highlighted the role of politeness in fostering positive relationships in social media contexts, demonstrating that applying politeness principles in public communication is essential for creating supportive environments. In the case of President Biden's speech, however, violations of the modesty and approbation maxims disrupt this goal of social harmony, as excessive self-praise and boastfulness can alienate audiences, especially those with differing political or ideological views.

Moreover, the comparison between this study and previous research reveals that while politeness principles are commonly upheld in everyday interactions, they are often challenged in high-stakes political situations. The discussion of politeness violations, particularly regarding modesty and approbation maxims, aligns with findings from Gultom and Kurniadi (2017), who examined politeness in daily conversations. Triana (2019) examined politeness in

the film *Kartini*, where characters used politeness to navigate complex social and cultural dynamics. In contrast, as analyzed in this study, Biden's speech on the Israel-Palestine conflict shows that political leaders may sometimes prioritize national interests or assertive rhetoric over maintaining face. The violation of the modesty maxim, for instance, when Biden excessively elevates the U.S.'s position, might be seen as a necessary rhetorical tool in advancing political agendas but can also lead to diplomatic repercussions. It highlights the complexity of politeness in political discourse, where the violation of norms can sometimes be strategically employed, but it risks alienating key audiences.

In terms of the findings about the approbation maxim, this study adds a new dimension to the understanding of politeness in political communication. As Leech (1993) suggests, the approbation maxim encourages minimizing criticism of others and maximizing praise. However, Biden's emphasis on U.S. superiority and its unwavering stance in the Israel-Palestine conflict can be seen as a form of imbalance that undermines this maxim. It aligns with the work of Rizky et al. (2022), who explored the role of politeness in teacher-student communication. In their analysis, unbalanced praise or criticism could harm the relationship between parties, similar to how Biden's rhetoric may alienate those who view the situation differently. Such violations can diminish the potential for constructive dialogue and may contribute to the polarization of perspectives.

Furthermore, this study's findings are consistent with politeness maxims that are not rigidly applied in all contexts. Yule (2022) discussed how politeness is context-dependent, with some situations requiring more or less formality and restraint in communication. In Biden's case, the emotional and highly sensitive nature of the Israel-Palestine conflict necessitates a nuanced approach to politeness. His disregard for certain politeness maxims, especially modesty and approbation, might reflect the intensity of the conflict and the strategic need to assert U.S. positions. However, this strategic approach can backfire, as it may provoke a backlash from those who perceive the speech as an affront to their beliefs. It further illustrates political rhetoric's complex interplay between politeness and power dynamics.

So, this study offers valuable insights into applying and violating Leech's politeness principles in political speeches, particularly in the context of President Biden's address on the Israel-Palestine conflict. By synthesizing the results with previous studies, it becomes clear that politeness in political communication is not always a straightforward application of norms but can be influenced by the specific context and objectives of the speaker. The findings underscore the importance of understanding how violating politeness maxims, such as modesty and approbation, can lead to significant social and diplomatic consequences. Further research could explore the impact of such violations on public opinion and international relations, adding depth to our understanding of politeness in political discourse.

In analyzing the application and violation of politeness principles in President Joe Biden's speech, the most relevant theoretical framework is Geoffrey Leech's Politeness Principle, introduced in 1983. This theory emphasizes minimizing social conflict and maximizing harmony in communication. Leech's politeness principle includes six maxims: tact, generosity, approbation, modesty, agreement, and sympathy. In the context of Biden's speech on the Israel-Palestine conflict, violations of the modesty and approbation maxims are the most evident and carry significant implications for political dynamics and international relations.

Violations of the modesty maxim, which advocates minimizing self-praise and maximizing self-deprecation, are prominent in Biden's rhetoric. Leech (2022) explains that this maxim fosters humility and mutual respect in communication. However, such violations are often strategic to project strength and authority in political contexts. Biden's emphasis on America's global leadership demonstrates a clear departure from modesty, as he employs rhetorical tools to affirm U.S. dominance. While this strategy may appeal to domestic audiences, Leech's

framework suggests that such violations can alienate international audiences, particularly those sensitive to the nuances of the Israel-Palestine conflict.

Similarly, violations of the approbation maxim, which seeks to minimize criticism and maximize praise for others, are also apparent. Leech (2022) underscores the importance of this maxim in maintaining positive interpersonal and diplomatic relationships. In Biden's speech, the lack of acknowledgment for the struggles faced by Palestinians or the contributions of other stakeholders illustrates a disregard for this maxim. It resonates with findings by Rizky et al. (2022), who argue that an imbalance in praise or criticism can harm interpersonal or institutional relationships—such rhetorical strategies in Biden's speech risk fostering resentment among parties that feel excluded or dismissed.

The frequent violations of these maxims highlight a key tension in political communication. According to George Yule (2022), politeness principles are highly contextual and may be set aside when communicative goals take precedence. Biden's speech exemplifies this tension, as his rhetorical choices prioritize asserting U.S. interests over maintaining social harmony. While this may be an effective strategy for consolidating power or influence, it aligns with Leech's argument that violating politeness maxims can lead to unintended social and political consequences, such as damaged relationships and heightened tensions. From a broader pragmatic perspective, these violations can also be understood through speech act theory, introduced by John Austin and further developed by John Searle. Biden's speech can be viewed as illocutionary, aimed at persuading or influencing his audience. However, when violations of politeness maxims occur, the illocutionary force of the speech may be diminished, particularly among audiences that perceive the rhetoric as dismissive or offensive. For example, Biden's frequent self-praise could lead Palestinian stakeholders to view the U.S. as biased or unempathetic, thereby undermining the effectiveness of his speech as a tool for fostering dialogue.

The violations also align with the face theory proposed by Brown and Levinson (1987). This theory posits that communication involves the management of a "positive face" (the desire for approval) and a "negative face" (the desire for autonomy). Biden's violations of the modesty and approbation maxims may threaten the positive face of international audiences, especially Palestinians, by disregarding their perspectives and experiences. It demonstrates that political leaders often prioritize their face or agenda over maintaining the face of others, which can lead to strained diplomatic relations. At the same time, such violations can be interpreted as a negative politeness strategy, where the speaker intentionally disregards politeness norms to assert authority. Leech (1993) acknowledges that such strategies are often employed in asymmetrical power dynamics. In Biden's speech, the rhetorical emphasis on U.S. superiority could be seen as a deliberate attempt to reinforce America's leadership. However, this approach risks alienating key stakeholders, as it may be perceived as overbearing or insensitive.

The complexity of politeness violations in Biden's speech also reflects the role of power in political discourse. Norman Fairclough (2013) argues that political discourse often serves to maintain or challenge power structures. Biden's rhetoric, which frequently violates the modesty and approbation maxims, underscores an attempt to uphold U.S. hegemony in international affairs. However, as Van Dijk (1997) points out, such discourse can reinforce negative stereotypes and exacerbate conflicts, particularly when it marginalizes the perspectives of less powerful groups. By linking these findings to pragmatic and politeness theories, this study demonstrates that violations of politeness principles in political communication are not merely linguistic deviations but carry broader social and political implications. Leech's framework and Brown and Levinson's face theory highlight how these violations can reveal the speaker's priorities and strategies. In Biden's case, the violations reflect a calculated effort to assert dominance, albeit at the cost of diplomatic goodwill and mutual understanding.

So, the violations of the modesty and approbation maxims in Biden's speech illustrate how politeness principles are not always rigidly applied, especially in complex and sensitive political contexts. By integrating Leech's theory and related pragmatic perspectives, this study provides a deeper understanding of how politeness violations function as strategic tools in political rhetoric. These findings highlight the importance of considering context and communicative goals when analyzing the application and violation of politeness principles, offering valuable insights for researchers and practitioners in political communication.

## **5. Conclusions and Suggestions**

### **5.1 Conclusions**

The researcher will explain the research conclusion from the data that has been found. To answer research problems, the researcher analyzes every utterance in President Joe Biden's speech using politeness principles in each type of maxim according to Geoffrey Leech's theory. The result is 42 data found in President Joe Biden's speech. In applying politeness maxims, there are 15 data with 0 findings on the Tact maxim, three on the Generosity maxim, two on the Approbation maxim, 0 on the Modesty maxim, seven on the Agreement maxim, and three on the Sympathy maxim. Meanwhile, in violations of politeness maxims, there are 27 data with seven findings on the Tact maxim, three on the Generosity maxim, one on the Approbation maxim, nine on the Modesty maxim, four on the Agreement maxim, and three on the Sympathy maxim. The research results show that violations of the Politeness Maxim in President Biden's speeches are more dominant than applications. Violations of the Politeness Maxim in speeches may happen when President Biden needs to emphasize a political position or policy deemed important, even if it doesn't always align with politeness principles. However, there were also moments when President Biden applied polite principles to maintain his image to the public. In political communication, politeness can be a strategy to strengthen relationships with the audience, gain support, or build a positive image.

### **5.2 Suggestions**

In this study, the researcher focused on analysis of the use of maxims, both application and violation, in each utterance in President Joe Biden's speech. For future research, researchers could consider involving respondents or a panel of experts to evaluate the level of politeness in President Joe Biden's speech. With this approach, researchers can gain a broader and deeper perspective on how utterances in speech are assessed from a politeness perspective. This comparison can provide insight into political leaders' communication styles and politeness strategies in various contexts. In addition, researchers can also expand the analysis by considering the impact of politeness maxims in speeches on public responses and understanding of the policies conveyed.

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# The use of social media to learn English: A perspective of cadets of the Port and Shipping Management Department

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## *Abstract*

*Advances in information technology have led to significant changes in the teaching and learning process, enabling traditional face-to-face methods to be replaced or supplemented by online meetings. Social media, designed initially for social interaction and entertainment, has increasingly become a tool for sharing educational content, including language learning. While prior studies have demonstrated the potential of social media for academic purposes, there is a gap in research focusing on maritime cadets' use of social media for learning English. This study examines cadets' perspectives in the Port and Shipping Management department on using social media for English learning. This research employs a descriptive qualitative approach. Data was collected via online surveys. Among the 89 respondents, all were active social media users, and 85 reported using these platforms—primarily Instagram, YouTube, and TikTok—for language learning. The cadets expressed interest in developing speaking, reading, writing, and listening skills. However, the study also identified challenges, including internet connectivity issues and entertainment content distractions. These findings suggest that while social media provides valuable language learning resources, obstacles must be addressed to optimize its effectiveness as an educational tool. English lecturers can combine learning in class by utilizing content provided by existing social media accounts.*

**Keywords:** Learning English, Perspective, Social Media

## **1. Introduction**

Most of the accounts followed by social media users in Indonesia are friends, relatives, or people they know, as many as 53.1%. As the name implies, the primary need for social media is to socialize with other people, especially those they are already familiar with in the real world. The subsequent accounts followed by social media users are related to entertainment, such as musicians as much as 42.8%, then meme and parody accounts as much as 41.4%, and later actor accounts, comedy, and other performers, as much as 34.8%. The following need to use social media is to get information and knowledge. This conclusion is based on the number of influencer and field expert accounts followed by users, which is 32.7% (Kemp, 2024).

With attractive audiovisual displays and interactive functions, social media nowadays cannot only be used for virtual socializing or entertainment. However, they can also be used to share knowledge with followers, including English subjects. Therefore, learners have alternative sources of knowledge other than conventional ones, such as printed books, ebooks, and scientific journals that can be accessed online. Interesting infographics and audiovisuals from social media make it easier to understand and become more eager to study English. It would

be wiser if educators could take advantage of this, namely collaborating face-to-face learning, both offline and online, and taking advantage of social media. Whatever the method, the main goal is for students to gain knowledge.

Several studies are related to using social media to learn English. Mukhtar (2015) states that English learners know and understand new vocabulary through social media. Learning new words from social media is more accessible than reading books or other text materials. Social media can improve students' interest in learning English. Many of them think that using social media is exciting. On social media, students read texts and can see still and moving images equipped with sound (audiovisual). In this study, blogs, Twitter, and Facebook were mentioned as social media used by students.

Similar statements came from Al Arif et al. (2020). According to their research, students use social media to study English in their spare time at home and on campus with the lecturer's permission, especially when carrying out group discussion assignments. Various materials from social media can motivate students to learn and improve their language skills.

One of the social media platforms, namely Instagram, according to Hidayat et al. (2022), can be used as a medium for learning English. The research revealed some comments from followers of an Instagram account that use words or expressions in English. There are words such as "good idea," "good luck," "love you," and "proud." It makes Instagram a place to express opinions, especially practicing writing skills. Students can learn English through Instagram because they are familiar with the platform.

Meanwhile, to improve reading skills, according to Husna et al. (2022), Facebook is an effective social media for online English learning, especially Extensive Reading. Based on the reviews above, English lecturers need to understand cadets' perspectives regarding the use of social media in learning English. It is crucial to know their view about the existence of social media that can benefit learners who want to study English so lecturers can determine students' preferences for social media applications and social media accounts that they can follow and optimize the use of social media to learn English. Research to explore cadets' views on using social media to learn English in Indonesia is relatively small. Therefore, the authors conducted this research to provide information about how cadets use social media to learn English and the advantages and challenges they face in using social media to learn English.

## **2. Theoretical Framework**

### **2.1 Social Media**

Social media has opened a new way for people to interact and get information or knowledge. Physical presence and in-person meetings are no longer necessary. All of that can be done through virtual space in social media facilitated by the Internet. Humans can still communicate, although, of course, there are limitations. According to Taprial & Kanwar (2012), all web-based applications that enable the creation/exchange of user-generated content and allow interaction between users can be classified as "Social Media ." The form can be Social Networking sites (Facebook, Friendster, Google Plus), Blogs, Internet forums, Bookmarking sites, online community sites, and Q & A sites. One social media and another can have the same features and goals but differ (Dabbagh & Kitsantas, 2012). For example, Twitter (or now x) is primarily a micro-blogging platform for creating short messages (Hadiyat, 2017; Mutiara Rumata, 2017). However, this social media can also be used to share pictures and videos and interact with live audio, known as "space." Next is Instagram, primarily a photo and short video-sharing application, which can be equipped with explanatory texts, commonly referred to as captions (Prasetya, 2020; Mahardika & Farida, 2019).

Meanwhile, YouTube is a platform that allows users to search for and share audiovisual content (Sutrisno & Rokhman, 2022; Sugiono & Irwansyah, 2019), primarily for a long

duration. However, nowadays, it also supports videos that are less than one minute long, called "Shorts." Social media also provides features for interaction, namely in the text format of replies to comments and message box lines, although social media account managers only sometimes respond directly.

## **2.2 Perspective**

Everyone has a different way of seeing the world, including seeing opportunities, improving their abilities, learning, and getting information and knowledge. In Kamus Besar Bahasa Indonesia (KBBI, 2023), point of view has another word, namely perspective. A person's perspective can come from internal factors within themselves, such as motivation or preferences. However, perspective can also be influenced by external factors such as life experiences or environmental influences. According to (Kurtz, 2014) and (Pinker, 2014), perspective is understood as how humans, individually and in groups, understand and interpret life experiences and then realize them as a narrative. Perspective is on the psychological side of humans. Perspective is essential in a person's interpretation of reality and decision-making. It includes making decisions about problems and challenges in life, both now and in the future. According to Taylor and Edwards (2021), perspectives can be beneficial in building and maintaining human relationships, negotiating agreements, predicting the actions of others, and getting results for various goals. Solving problems in language learning is supposed to be one of them. As explained by Bateman (2009) and Davis and Newstrom (2012) (Soetjipto, 2018), the perspective of employees in the learning and growth process by increasing their motivation can improve performance.

In the context of education, particularly English learning, integrating technology through digital literacy enables learners to engage effectively with contemporary challenges, as highlighted by Kurniadi et al. (2024) in their study on digital literacy in the Merdeka Belajar era. This approach underscores technology's role in empowering and transforming learning processes.. Harari defines perspective as a person's way of looking at the challenges in his life at a macro level with technological changes so that it can give birth to critical thinking to face the future (2018). This opinion is supported by Hayles (2021), who states that perspective is the way humans understand the change from analog to digital forms and how this change changes their thinking, including obtaining knowledge. Next, we can see the relation of perspective between people. From research by Battich et al., entitled "Social perspective-taking influences on metacognition" (2025), it can be shown that an individual's perspective can influence other individuals, or what one person chooses can be considered by others to make an action or decision. Therefore, in the present and to face global challenges, it is essential to know the cadets' perspective on learning and how a teacher facilitates them to gain knowledge optimally with the help of technology, which in this study is social media.

## **2.3 Gaps of The Study**

This research differs from the previous one, the first being removing blogs from the social media category. Blogs or weblogs have limitations regarding friendship features. While blog users can follow other blog accounts and have comment sections, blogs focus on one-way information delivery with minimal interaction. In addition, blogs are more of a personal publishing platform than a complete social interaction platform like social media. This research also does not consider WhatsApp and Telegram as social media but as chat applications. The main feature of chat applications is that they allow users to communicate directly with other users, either privately or in groups. In addition to text messages, users can also send each other audio messages, image messages, and video messages. Unlike social media, data users broadly share information, content, and interactions, not just friends or connected accounts. In addition,

users can post and save statuses, photos, videos, or articles that can be viewed by the audience for a longer duration and can be re-accessed later. According to the researcher's investigation, Snapchat was not chosen because PIP Semarang cadets do not use this social media. The next difference is that in this study, not only what social media are the most popular, but also what English skills needs are desired by cadets. It means that the specificity of each social media platform can be adjusted to the skills needed to achieve it. Not just on one skill, for example, writing, extensive reading, or vocabulary development. The next difference is related to the research design, which uses a survey and several in-depth interview questions, as well as the research boundaries with participants, namely the cadets of the port and shipping management program located at PIP Semarang.

### **3. Research Method**

The authors chose the qualitative method in this study. Based on Drs. Beni Ahmad Saebani (Saebani, 2008) uses qualitative research methods to examine the natural conditions of an object. It means the object's state is left; the researcher does not manipulate or change anything. In qualitative research, the criterion is to use factual data. It means that data is something seen or spoken, as well as the conditions and meaning behind it, such as data on people crying. People cry not always because they are sad but because they are happy. It requires deepening and ensuring the correctness of the data with triangulation (combined) techniques in data collection. With this technique, the correctness of data can be achieved by digging from several sources such as documents, archives, and observations, even by conducting interviews with more than one subject with different viewpoints.

The author's qualitative objective is to find cadets' perspectives on using social media to learn English, including why they choose to learn English with social media, what platforms they choose, and the advantages and challenges cadets face when using social media to learn English. Therefore, the data is determined purposively. Spradley (1980) stated that the object of qualitative research is a social situation in which researchers can observe people's activities in certain places in depth.

The participants in this study were the seventh-semester cadets of the Port and Shipping Management (PSM) study program at Politeknik Ilmu Pelayaran Semarang—89 participants from classes A, B, C, D, and E. There were several considerations regarding the selection of the participants. First, cadets of semester 7 have five hours of English lessons a week. Compared to other subjects, English has a more extended time allocation, which causes the cadets to need more effort to complete the course. Second, different from their juniors, cadets of semester 7 at Politeknik Ilmu Pelayaran Semarang are allowed to use mobile phones freely, and based on the We Are Social survey, they are also in the age range of active social media users.

The authors used a questionnaire distributed to the cadets using Google Forms to collect data. The reason for using this application is that not only is it faster to get data, but Google Forms also has features for statistical analysis processes, such as percentages and graphs. The questionnaire consisted of 3 variations of responses. In some parts of the questionnaire, cadets were required to choose one response. In other parts, cadets were allowed to select more than one response. Finally, at the end of the questionnaire, cadets were asked to share their thoughts by writing their opinions and experiences regarding the use of social media in learning English. The questionnaire questions were adapted from Safitri et al. (Safitri et al., 2022), Handayani et al. (Handayani et al., 2020), and Al Arif et al. (Al Arif et al., 2020).

The authors provided the Google Form link containing the questionnaire to the chairpersons of each class and asked them to forward it to the class members. The authors monitored the Google form results and informed the chairpersons if the number of responses had yet to reach

the target of 90%. The chairpersons then contacted their classmates to remind them about completing the questionnaire. As a result, 89 out of 105 cadets submitted the response.

After obtaining a sufficient number of responses, the authors analyzed the results of the questionnaire. The authors downloaded the questionnaire recaps as an Excel application and analyzed the data. Cadets' responses, which consisted of long sentences obtained from the open-ended questions, were analyzed through the stages of data reduction, data display, and conclusion by Miles et al. (Miles et al., 2019)

#### **4. Findings and Discussion**

Research from Mukhtar (2015) explored teachers' views of their learners on using social media to learn English. Therefore, there could be differences in learners' actual views. This study took respondents directly from students to find out their views on using social media.

##### **4.1 Social Media Users**

Of the 89 PIP Semarang cadets who conducted the survey, all or 100 percent declared themselves social media users. Social media must be connected to the increasing ease of internet access. Every day, internet coverage in Indonesia is increasing. The Indonesian government continues to strive to ensure that the Internet can be accessed not only by people in big cities but also in remote areas. This effort is intended to support economic development, education, and public services. As a public body in education, PIP Semarang provides comprehensive internet access in the campus area as a facility for students to access information and increase knowledge. The bandwidth the PIP Semarang Informatics Technology Unit sought in 2024 is 950 Mbps. Cadets can access the Internet either with laptops or personal devices, but with limited time to be more organized, from 5 am to 10 pm. There are many positive benefits from the use and facilities of the Internet. The first is accessing the latest maritime knowledge material to support learning from websites obtained from searches and access to ebooks and journals. The next benefit is access to applications for working on assignments such as making presentations, posters, and theses. Cadets can also access social media from this facility for communication, interaction, entertainment, and knowledge.

##### **4.2 Social Media Used**

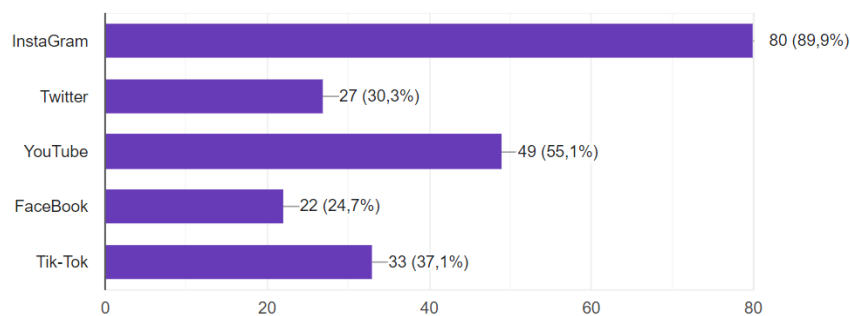
The need for humans to interact and communicate continues to grow. Conventional interaction certainly requires physical presence, which, of course, sacrifices time, energy, and also costs. The Internet opens up the process of interaction and communication through various virtual spaces, where users are no longer required to be present in one physical space together, sacrificing time for travel and higher costs—the existence of social media answers this need. From year to year, social media emerged with its distinctive features. Social media such as MiRC, Friendster, and Multiply had their heyday in the early 2000s, but today may only be considered a part of history. Facebook experienced its heyday around 2010, but it is starting to decline because other social media sites, such as TikTok and Instagram, are more attractive to users.

Regarding format, some social media platforms provide long videos, such as YouTube, and some show short videos, such as TikTok. In contrast, Instagram, which initially only shows photos and images in user posts, the feature is then enriched with short videos that can appear in the user's status and only air within 24 hours. Social media are also primarily used to display short texts like X or Twitter. PIP Semarang is among those who utilize social media to disseminate information and knowledge to the public and students. As a central institution, each work unit in PIP Semarang also has a social media account. The variety is sometimes different. PIP Semarang has the center's Instagram, TikTok, YouTube, and Facebook accounts,

and the website is still in use. However, work units within it, such as the Library, Health, or Quality Assurance Unit, only have Instagram social media accounts.

In this research questionnaire, cadets can choose multiple answers regarding the social media they often use. The variety of social media that survey participants can select is commonly used by Indonesians: Facebook, X, Instagram, Tik-Tok and YouTube. The survey results showed that 80 cadets, or 89.9% of the total survey participants, chose Instagram as the most used social media application, followed by YouTube, which was chosen by 49 cadets (55.1%), Tik-Tok used by 33 cadets (37.1%), X used by 27 cadets (30.3%), and FaceBook used by 22 cadets (24.7%).

This research provides novelty from previous research, such as from Al Arif et al. (2020) and Mukhtar (2015), namely the presence of YouTube and TikTok social media options accessed by respondents. In addition, in the current condition, Facebook's ranking is at the very end, in contrast to previous research, which is at number two after Instagram. This choice of social media also complements research from Hidayat et al. (2022), which only focused on Instagram, and from Husna et al. (2022), which only focused on Facebook.



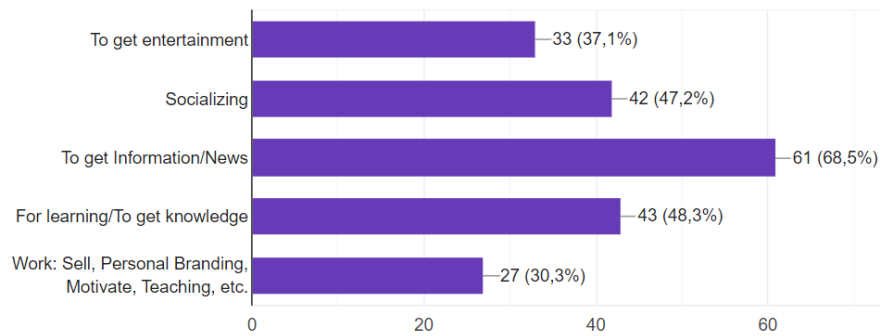
**Figure 1.** The percentage of Social Media Used by Cadets

### 4.3 The Purpose of Using Social Media

As the author stated earlier, a social media account owner can utilize it as widely as possible to display any content or material as long as it does not violate the social media platform's rules. In general, what is not allowed is material that contains elements of violence, pornography, and hate speech and that can cause ethnic, religious, racial, and intergroup conflicts or SARA. Conversely, account owners can also view and interact with other social media accounts according to their needs. In this part of the survey, cadets can choose multiple answers for the type of social media they access. The reason is that social media has multiple benefits that may be a consideration for users who want to access social media. An account may not be followed, but on the contrary, it can have thousands or even millions of followers. Likewise, an account can follow as many other accounts that attract its attention, per the principle of freedom in the internet world.

From the survey results, it can be seen that 61 cadets, or 68.5% of the total participants, use social media to get information or news, 43 cadets use social media to learn or increase knowledge (48.3%), followed by 42 cadets who use social media to socialize (47.2%), then 33 cadets who use social media to get various types of entertainment (37.1%), and 27 cadets who use social media for selling and personal branding (30.3%). These results are relevant to PIP Semarang's goal of providing internet access services to students to increase their information and knowledge.

This question session was a novelty from previous research, in which respondents explicitly stated that they needed to access social media to learn and gain knowledge.

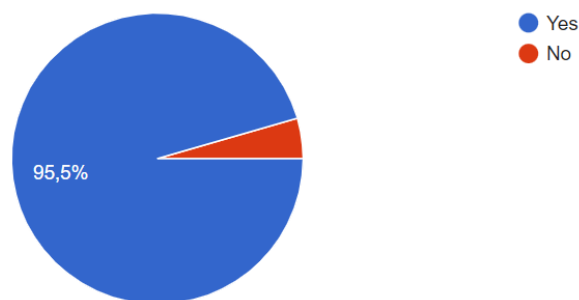


**Figure 2.** The Purposes of Using Social Media

#### 4.4 The Use of Social Media to Learn English

The spread of information allows people to recognize and know new things. Learning is one of the basic human needs. Users can get various information, knowledge, and skills from social media. With audiovisual displays and clarified text narratives, accessers will find it easier to absorb information and knowledge. Old-fashioned learning patterns with books still exist, but people get new choices with the development of information technology, the Internet, and social media. It includes learning English. In the old pattern, foreign language learners only need the book's text, and to know the pronunciation that matches the native speaker, there is a voice recording to complement it. From voice recordings, learners also learn the correct pronunciation and intonation to express a word with the correct expression. Furthermore, with audiovisual materials, learners can see pictures, animations, body movements, and facial expressions of the characters that appear.

The survey results show that the primary purpose of using social media among cadets is to get information and then to learn/increase knowledge. In line with this, 85 cadets, or 95.5%, also use social media to learn English.



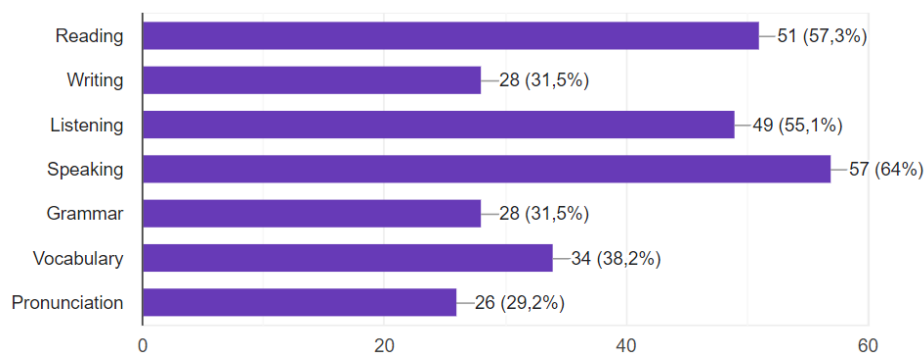
**Figure 3.** The percentage of Cadets that Use Social Media to Learn English

#### 4.5 English Skills That Want to Be Improved by Learning Through Social Media

In language acquisition, there are four primary communication skills: reading, listening, writing, and speaking. Someone already skilled in their mother tongue is not necessarily skilled in the target language, including English. In addition, there are also supporting skills in language that need to be mastered, namely vocabulary, grammar, and pronunciation. In fulfilling these skills, each learner has a different level of understanding. Someone quickly proficient in reading may still need help with speaking skills. For this reason, each learner has different needs.

Cadets were also allowed to choose multiple answers in this part of the survey. A total of 57 cadets (64%) want to improve their speaking skills, 51 cadets (57.3%) want to improve their reading skills, 49 cadets (55.1%) want to improve their listening skills, 34 cadets (38.2%) want to increase English vocabulary, then 28 cadets want to improve writing and grammar skills (31.5%), and 26 cadets want to improve pronunciation skills (29.2%).

Research from Hidayat et al. (2022), which focused on Instagram, showed the need for users to express opinions in the comments column by including English. This research shows the opportunity for Instagram to practice one of the language skills, namely writing. Furthermore, the research from Husna et al. (2022), which focuses on Facebook, shows that teachers can use social media to train learners in language skills, namely extensive reading. Furthermore, the current research further explores the needs of what language skills learners want to master. From this point, teachers can choose the most appropriate social media for their respective needs.

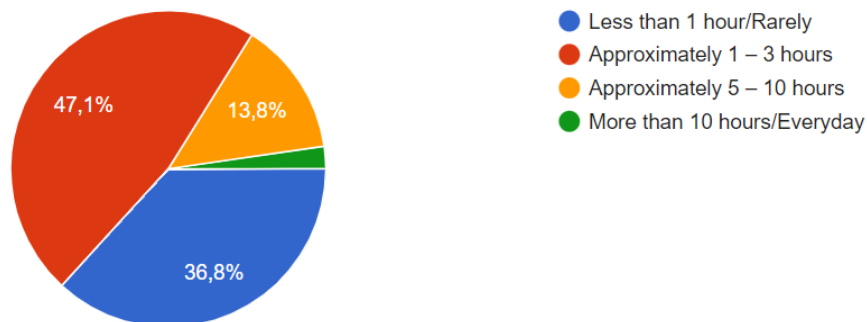


**Figure 4.** Skills that Want to be Improved by The Cadets

#### 4.6 Duration/ Time of Using Social Media to Learn English

At PIP Semarang, the cadets can access the Internet every day from 5 am until 10 pm. Levels 1 and 2 can only use the Internet with tablets or laptops. They can access social media only in class. As for Level 4, namely, 7th and 8th-semester cadets can bring and use mobile phones and laptops and then access social media both in class and dormitory. However, the cadets have dense daily cadet activities, such as sports, worship, marching, and extra-curricular activities, that take up some of their time, thus reducing the opportunity to access the Internet. The cadets are more accessible to access the Internet and social media in class.

Most cadets (95.5%) who completed the survey used social media to learn English on a self-aware basis. Meanwhile, the time or duration of each cadet's use of social media varies. A total of 41 cadets, or 47.1%, spent 1 to 3 hours accessing social media to learn English in 1 (one) week, 32 cadets, or 36.8%, learned English through social media for less than 1 hour, then 12 cadets accessed social media to learn English for about 5 to 10 hours, and only two cadets used more than 10 hours.

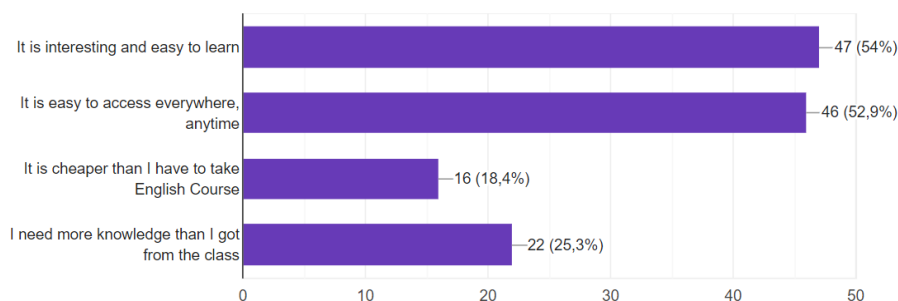


**Figure 5.** Duration of Using Social Media to Learn English

#### 4.7 The Reasons Why Students Use Social Media to Learn English

The PIP Semarang campus provides English lessons, especially for sea transportation and port management study programs in semesters 1, 2, 3, and 7. In addition, the Language Unit provides additional English improvement classes, such as TOEFL, Interview 101, and TOEIC Preparation Test. Although many English hours are already provided, there are still opportunities to gain knowledge independently, including the ease of accessing the Internet and social media.

Social media has several advantages that make cadets use the platform to improve their English skills. A total of 47 cadets stated that they found learning English via social media exciting and easy (54%), and 46 cadets considered the ease of access in terms of time and place as the reason they used social media to learn English (52.9%). Those who feel the need to increase their knowledge of English other than what is taught by lecturers are 22 cadets (25.3%), and those who consider it cheaper to learn through social media than to take English courses are 16 cadets (18.4%).



**Figure 6.** The Advantages of Using Social Media to Learn English

#### 4.8 The Benefits of Using Social Media to Learn English

The author felt the need to deepen the topic related to the reasons for cadets' interest in using social media to learn English. The author asked, "What are the benefits of using Social Media to learn English?" Some cadets answered in two categories: from the point of view of the knowledge or skills needed, and some answered related to access/support of social media infrastructure.

The following are several answers from cadets regarding the benefits of learning English through social media: Most cadets think that social media helps improve English skills, be it listening, reading, writing, or speaking, as well as vocabulary and grammar. It aligns with and complements research from Mukhtar, Al Arif, and Husna. The results of Mukhtar's research state that respondents benefit from increasing vocabulary by learning through social media, while Al Arif's research shows that respondents learn reading, speaking, listening, and vocabulary. While explicitly examining the use of Facebook to improve the reading skills of cadets. As for Hidayat's research, using Instagram to practice writing has benefits. In particular, some respondents, this time, seek to gain English grammar and fluency skills.

Several cadets found social media easy to use and fun. It is in line with and complements research from Mukhtar and Husna. Mukhtar stated that respondents benefited from the ease of using social media, which was more interesting than reading books and not dull. Respondents from Husna and Al Arif's research also stated that social media for learning English can be accessed from anywhere, is fun, and can even be used independently.

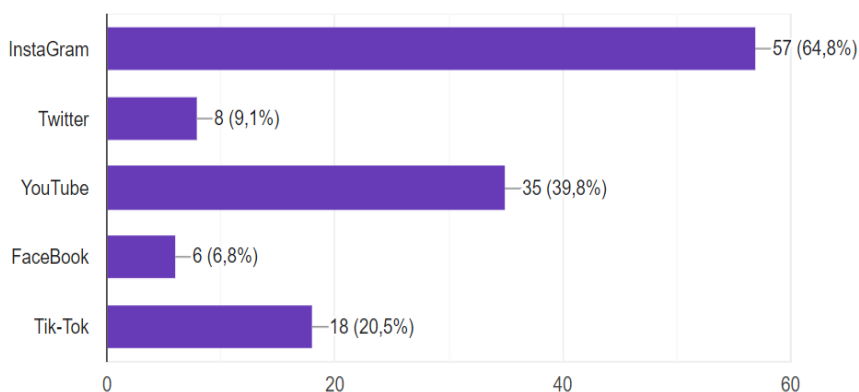
From the statements of many respondents, we can see that social media can be a good alternative as a learning resource; there is novelty in the material and current knowledge, so it

is good to complement the material provided by the teacher in class. It is a potential for English teachers to combine teaching materials and the use of social media for their students.

One of the cadets found that social media can help him with his assignments and can help with group work. It aligns with previous research from Al Arif regarding the benefits of Instagram, which includes group work activities.

#### **4.9 The Most Frequently Used Social Media for Learning English**

In the discussion in point 4.2, which social media are often accessed is already known. However, knowing precisely what cadets commonly use social media to learn English is also necessary. Each social media platform has its features, so a cadet can choose multiple platforms to learn English. From the survey results, the social media most frequently accessed by Semester 7 PIP Semarang cadets to learn English is Instagram (64.8%), followed by YouTube (39.8%), Tik-Tok (20.5%), then Twitter (9.1%), and finally Facebook (6.8%).



**Figure 7.** Social Media Platforms Accounts Used by Cadets that are often used to learn English

From the results of written interviews, Instagram user cadets mentioned some accounts they usually accessed to learn English, including *Kampunginggris*, BBC Learning English, and Aaron's English, and some chose other accounts randomly according to their needs. Meanwhile, English learning YouTube accounts accessed by cadets include Guruku Mr. D, English with Lucy, English Village, and some cadets access content with general topics from native speaker YouTuber Pewdiepie. Meanwhile, for Tik-Tok social media, the English learning accounts accessed by cadets include *englishnesia.id*, *designnggris.com*, and English Village.

#### **4.10 Challenges and Weaknesses of Using Social Media to Learn English**

Even though social media is attractive to cadets who want to learn languages, infrastructure, supporting facilities, and social media content still need improvement. Here are some of the difficulties or challenges mentioned by the cadets:

**Table 1.** Challenges and Weaknesses of Using Social Media to Learn English

<b>Cadet's Response</b>	<b>Explanation</b>
It requires the cadets to have a good internet connection.	Network availability and good internet signal will be an advantage for users, meaning they can access social media content anywhere and anytime. However, the learning process will be disrupted if the signal is not reached in certain areas or stormy conditions. In addition to that, the availability of a data plan is also needed. Those with enough money can buy an internet data plan or a monthly subscription. However, spending money to buy a data plan may be the next priority for less fortunate people after food or clothing.
Our concentration can be easily distracted by entertainment content.	As we know, content on social media is not only related to learning or education. The Internet also offers entertainment content. Users who cannot concentrate on education will be distracted and choose to view entertainment content.
It is difficult to ask when need further explanation related to the content.	Even though social media has a comment column feature and a private line, some cadets need to know which channels they can use to communicate with the account managers. They may also need clarification on whether the social media account manager will answer their questions.
Limited interaction with a lack of supervision in learning	Because the only material is graphic or video recordings, viewers cannot directly communicate with the presenters, so they are considered less interactive. In addition, the seriousness of the audience for learning cannot be seen/supervised directly by the presenters.
Social networking can also be subject to online bullying	It can happen when a cadet makes or posts something using English and makes grammar mistakes. It can be a source of embarrassment and even bullying from his friends.

<p>There is no measurement of the development of the cadets' abilities.</p>	<p>It relates to evaluation, assignments, homework, quizzes, or exams; the social media system is still only in one direction: providing knowledge. There has not been any form of evaluation, so the level of understanding of cadets before and after learning English through Social Media cannot be measured. In each social media post, a comment column is provided, which viewers can use to give opinions or provide answers if the post is a question. However, due to its open nature, these answers can be seen by viewers/users of other accounts. Giving answers via private channels (Direct Message/DM) is possible. Still, because the nature of DM is only one channel for all topics, the account owner will need help sorting out which DM is for quizzes and which is for other purposes. An alternative if you want to give assignments or quizzes is to direct viewers/followers to other platforms, such as Google Forms, Quizizz, or others. However, so far from the written interview, cadets said there had yet to be any form of evaluation from social media accounts that provided English learning.</p>
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Research from Mukhtar, Husna, Al Arif, and Hidayat did not provide questions about challenges or constraints on using social media in learning English. This research provides an opportunity for respondents to convey obstacles and challenges if social media is used by teachers so that anticipation or even solutions to problems that may exist can be implemented.

#### **4.11 Suggestions from Cadets for Current English Learning Social Media Accounts**

Thanks to the attractive content on social media, the cadets are interested in learning English. However, of course, there are still shortcomings. For this reason, the author explores the opinions of cadets regarding suggestions for input on the current English learning social media accounts. Here are some suggestions for the feedback given by cadets:

**Table 2.** Suggestions from Cadets for Current English Learning Social Media Accounts

<i>Cadet's Response</i>	<i>Explanation</i>
<i>More often upload the latest material</i>	This opinion shows that cadets eagerly want to learn English. I hope that social media account managers can frequently upload new material.
<i>More education through content can make us interested in further deepening our English skills.</i>	Supporting the previous opinion, cadets hope that the account manager will upload more educational material so they can learn English more.

*More interesting content for learning grammar*

English grammar has become a scourge for some people, including PIP Semarang cadets, even though they have learned grammar since junior and senior high school. Therefore, English grammar knowledge is still needed, and cadets want the teaching method to be more interesting.

Mukhtar, Husna, Al Arif, and Hidayat's research did not allow respondents to provide input on Current English Learning Social Media Accounts. This research can accommodate that input if English teachers want to create social media content that meets learners' needs.

#### **4.12 The Need for Campus Social Media to Also Create English Learning Content**

In addition to suggestions to social media account managers who provide English lessons, the cadets agreed that the PIP Semarang campus would also use social media to offer English lessons to them. Here are some inputs from cadets regarding this matter:

**Table 3.** The Need for Campus Social Media to Also Create English Learning Content

<i>Cadet's Response</i>	<i>Explanation</i>
<i>In today's development, we must take advantage of technological advances. Maybe we need to learn through social media, but we must also apply it in real life.</i>	Cadets agree that PIP Semarang can take advantage of social media to provide English learning to cadets. The reason is the need to adopt the use of information technology. However, cadets also want the English material to be applied in the real world or offline.
<i>Maybe it's because it makes it easier for us, and I think most Cadets have social media like IG, TikTok, etc.</i>	Convenience is one factor supporting learning success. With so many cadets who have and are accustomed to using social media, cadets hope that the campus will also provide English learning materials.
<i>Yes, because English is one of the international languages, I think many PIP Semarang cadets are still confused about how to pronounce or converse using English. Using social media to learn English, especially for conversation, helps us to learn English well.</i>	Speaking skills are needed in communication. Since PIP Semarang cadets can work abroad, speaking English is required for international communication. Cadets hope the campus can provide pronunciation and conversation material on social media.

The PIP Semarang campus and all other higher education related to the shipping business and the Port and Shipping Management field already have social media. However, the average social media is only used to disseminate information related to campus activities and programs, not to provide student learning. Each teacher can fulfill these needs, but if you see several course institutions making English teaching materials, the campus should accommodate this need.

## **5. Conclusions**

The findings of this study indicate that the cadets perceived the potential use of social media to support their learning of English. However, so far, the cadets are still accessing social media

to learn general English material, not specifically the profession they will live in in the future. In addition, not many social media accounts discuss the need for or use of English in the shipping business, especially in Port and Shipping Management.

English lecturers can combine learning in class by utilizing content provided by existing social media accounts. While cadets mentioned several social media accounts, the media must explicitly provide English learning related to Port and Shipping Management. Because of this, English lecturers need to produce up-to-date teaching materials and take advantage of the use of technology. Production of teaching materials as audiovisuals certainly requires time and special skills. Thus, involving professionals in graphic design and IT can provide excellent support. In addition to that, adequate infrastructure, such as an audiovisual recording studio, is also needed.

On the other hand, lecturers also need to anticipate problems with supporting facilities and infrastructure for cadets accessing social media to learn English and minimize negative impacts, such as cadets needing to be more disciplined and even tempted to open other content on social media. Furthermore, the authors invite further research related to the use of social media for learning English so cadets can master the international language effectively and efficiently.

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# Expanding English vocabulary using Google Lens: Insights from a real-time translation

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## Abstract

*This study explores the effectiveness of Google Lens in enhancing English vocabulary acquisition through its real-time translation capabilities. As technology increasingly integrates into educational practices, innovative tools like Google Lens offer potential benefits for language learners. This research assesses how real-time translation impacts vocabulary acquisition among English as a Second Language (ESL) learners. A mixed-methods approach was employed, involving quantitative analysis of vocabulary test scores before and after the intervention and qualitative analysis of learner experiences gathered through surveys and interviews. Participants included a diverse group of ESL students who used Google Lens to translate and learn new English words in various contexts over a specified period. The findings indicate that Google Lens significantly improves vocabulary retention and comprehension compared to traditional learning methods. Learners reported increased engagement and confidence in their language skills, attributing this to the immediate and contextual feedback provided by the tool. The study concludes that integrating Google Lens into language learning can be a powerful strategy to enhance vocabulary acquisition. This conclusion has practical implications for educators and learners, equipping them with the knowledge to effectively leverage technology in language education and improve their teaching and learning practices.*

**Keywords:** *ESL Learners, Google Lens, Language Learning, Real-Time Translation, Vocabulary Acquisition.*

## 1. Introduction

Mastering vocabulary is essential in learning English, as it supports all other language skills, including listening, speaking, reading, and writing (Juliana, 2021). Robust vocabulary enables learners to communicate clearly and effectively, comprehend spoken and written language more efficiently, and participate in meaningful conversations (Alifia, 2022). Panjaitan, in Nurhayati (2024), explained that vocabulary acquisition strategies are vital for enhancing vocabulary knowledge, particularly while learning English.

Extensive terminology allows learners to express their views and ideas accurately and confidently, facilitating effective interactions. Furthermore, vocabulary familiarity is crucial for reading comprehension, allowing learners to understand and interpret the meaning of texts. This understanding leads to upgraded reading skills and overall academic accomplishment, as students with a more extensive vocabulary can be involved with the curriculum more effectively. Moreover, learning new words and their meanings aids cognitive development by

enhancing memory, improving problem-solving skills, and encouraging critical thinking. Kohnke's in Sinnott and Xia's (2020) project to build a vocabulary app discovered that gamified aspects were more motivating and stimulating to most trial users than traditional learning approaches.

Technology has revolutionized language learning by offering innovative tools and resources that make the process more interactive, engaging, and effective. It provides learners access to many authentic materials, such as videos, podcasts, articles, and books, enhancing their understanding of the language in real-world contexts. Interactive tools, such as language learning apps, online games, and virtual classrooms, offer attractive activities and immediate feedback, helping learners improve their ability to translate quickly (Suwastini et al., 2023; Essafi et al., 2024). Technology also enables personalized learning experiences through adaptive platforms that tailor lessons to individual needs, allowing learners to progress at their own pace. The convenience and flexibility of online resources and mobile apps make it easier for learners to integrate language studies into their daily routines (Dlamini, 2024). Additionally, technology facilitates communication and collaboration with native speakers and other learners worldwide through social media, forums, and language exchange platforms, thus enriching the learning experience (Wei-Xun & Jia-Ying, 2024).

Google Lens is an advanced image recognition technology established by Google, leveraging artificial intelligence (AI) to provide a range of functionalities, including real-time translation. Google Lens is an image identification system developed by Google in 2017 and is now available on most devices (Taffel, 2020). Using a smartphone camera, Google Lens can identify and analyze visual information to deliver instant text translations in images. One of its most powerful features is the ability to translate text in real-time, where users can point their camera at foreign text. Google Lens overlays the translated text onto the original image. This seamless translation is invaluable in understanding signs, menus, documents, and more. Khan et al. (2019) claimed Google Lens is a strong STEM instrument that may boost the quantity and quality of knowledge and increase motivation for students to learn. Google Lens supports many languages, making it a versatile tool for learners worldwide. Its interactive features go beyond translation, allowing users to tap on words to hear pronunciation, get definitions, and see usage examples, providing a multifaceted learning experience. Combination through supplementary Google amenities like Google Translate and Google Search enhances its utility by providing additional information and resources. Google Lens is beneficial in real-life situations, such as traveling or studying abroad, offering immediate assistance and boosting learners' confidence in navigating foreign environments. Through Google Lens, language learners can enhance their vocabulary acquisition in an immersive and interactive manner, making the learning procedure more effective and enjoyable. As Arias et al. (2010) stated, technology makes the learning process independent and individualized, increasing interest and motivation toward vocabulary learning. This study aims to determine how much Google Lens can develop students' vocabulary.

## **2. Theoretical Framework**

Mastering vocabulary is vital in learning English as it underpins all language skills, including listening, speaking, reading, and writing. Krashen's Input Hypothesis (1982) highlights the importance of comprehensible input, proposing that learners acquire language most efficiently when exposed to language input just beyond their current proficiency level. Google Lens can deliver such input by translating real-world texts encountered by students. Likewise, Mayer's Multimedia Learning Theory (2001) suggests that individuals learn more effectively from a combination of words and images than from words alone. Google Lens

leverages this principle by joining manuscripts and pictures in real-time translations, enhancing vocabulary acquisition through multimodal learning.

Technology's role in modern language learning is significant, offering innovative tools that make learning interactive and engaging. Sweller's Cognitive Load Theory (1988) posits that learning is most effective when appropriately managing cognitive load. Google Lens helps reduce extraneous cognitive load by providing instant translations, allowing students to focus on understanding and memorizing new vocabulary. Mayer's Cognitive Theory of Multimedia Learning (2005) also emphasizes the integration of visual and verbal information to enhance learning. With simultaneous visual and textual translations, Google Lens supports effective vocabulary acquisition through reduced cognitive load and enriched multimedia input.

Situated Learning Theory (Lave & Wenger, 1991) and Vygotsky's Sociocultural Theory (1978) highlight the importance of context and social interaction in learning. Google Lens allows learners to acquire vocabulary in authentic contexts by translating texts they encounter daily, supporting situated learning. It also facilitates social learning by enabling interactions with peers and the environment using translated vocabulary, enhancing language acquisition through contextual and social engagement.

Motivational theories, such as Gardner's Socio-Educational Model (1985) and Deci and Ryan's Self-Determination Theory (2000), emphasize the crucial role of motivation in language learning. Google Lens's interactive and immediate feedback can increase students' enthusiasm and engagement with vocabulary learning. Google Lens promotes self-directed learning, enhancing vocabulary acquisition by fostering a sense of autonomy and intrinsic motivation.

Kolb's Experiential Learning Theory (1984) and Bruner's Constructivist Learning Theory (1966) suggest that learning is most effective through direct experience and knowledge construction. Google Lens facilitates experiential and constructivist learning by permitting students to interact with and translate real-world texts, helping them build new vocabulary knowledge through direct, hands-on experience. This direct interaction with the environment supports more profound learning and retention of new terminology.

Paivio's Dual Coding Theory (1971) and Anderson's Schema Theory (1984) emphasize the importance of visual and verbal information in learning and organizing knowledge into schemas. Google Lens supports double encoding by providing visual text translations, assisting in retaining and recalling new terminology. It also helps learners build and expand their vocabulary schemas by offering immediate translations and contextual examples, facilitating the incorporation of new vocabulary into existing knowledge structures.

Ellis's Task-Based Language Teaching (2003) and Long's Interactive Hypothesis (1996) focus on the importance of interaction and meaningful tasks in language learning. Google Lens can be combined into task-based activities, where learners use the device to translate and understand vocabulary within meaningful tasks, enhancing learning outcomes. This interactive approach supports vocabulary acquisition by providing immediate, contextual feedback during language exercises.

Bandura's Social Learning Theory (1977) and Bronfenbrenner's Ecological Systems Theory (1979) emphasize the role of observation, imitation, and environmental influences in learning. Google Lens enhances social learning by allowing learners to observe and understand vocabulary in real-time, promoting imitation and practice of new words. It integrates with various ecological systems by providing real-time translations in diverse settings, supporting vocabulary acquisition in multiple contexts.

Siemens's Connectivism (2005) and Ajzen's Theory of Planned Behavior (1991) highlight the importance of connecting to information sources and the influence of attitudes on behavior. Google Lens serves as a device that connects students to a massive display of language

resources in real time, supporting connective ethics. Positive attitudes towards utilizing Google Lens, influenced by its usefulness and comfort of usage, can enhance vocabulary acquisition and language learning behaviors.

Finally, the Technology Acceptance Model (Davis, 1989) explains how users accept and use technology based on perceived effortlessness of use and usefulness. With its user-friendly interface and practical applications, Google Lens will likely be well-accepted by language learners, facilitating vocabulary acquisition. Teachers can influence these theories to enhance terminology achievement by integrating Google Lens into language learning, making learning more effective and attractive.

## **2.1 Review of Studies on Technology in Language Learning**

Technology integration in language learning has been widely researched, showcasing its potential to enhance language acquisition through various innovative tools and platforms. A notable study by Blake (2013) examined the effectiveness of computer-assisted language learning (CALL) and found that technology can offer individualized instruction and immediate feedback, which are vital for language development. This study highlighted that CALL tools, such as language learning software and apps, can alter the student's pace and provide engaging multimedia resources that improve retention and comprehension of the target language.

Similarly, a study by Stockwell (2010) focused on mobile-assisted language learning (MALL). This study verified that mobile devices like smartphones and tablets offer flexible and accessible language learning chances. Students can exercise language skills anytime and anywhere, integrating language study into their everyday routines more efficiently. The study concluded that MALL is particularly effective for vocabulary acquisition and pronunciation practice due to its portability and the variety of accessible apps. Chapelle (2001) explored the potential of online learning environments and virtual classrooms for language education. Her research found that online platforms can provide rich, interactive experiences that simulate real-life communication scenarios. These environments support collaborative learning and allow learners to interact with native speakers and peers globally, significantly enhancing their language skills.

Another significant study by Lai and Zheng (2018) investigated the impact of social media on language learning. They discovered that social media platforms, such as Facebook, Twitter, and language exchange forums, offer valuable opportunities for authentic language practice and cultural exchange. The study emphasized that social media can motivate learners to engage more actively with the language and provide a supportive community for language practice. Reinders and Hubbard (2013) examined the role of game-based learning in language education. Their research showed that educational games can make language learning more enjoyable and interactive. Games provide a risk-free environment for learners to practice language skills and receive instant feedback, helping build confidence and reinforce learning.

A study by Dudeney and Hockly (2012) explored using digital storytelling in language learning. They found that creating and sharing digital stories can enhance language learners' creativity and communication skills. This method allows learners to practice the language in a meaningful context, improving their ability to express ideas and narratives in the target language.

## **2.2 Review of Studies on Translation Tools and Language Learning**

Various studies have highlighted translation tools' potential benefits and limitations in language learning. Garcia and Pena (2011) investigated using machine translation (MT) tools, such as Google Translate, in the language classroom. They found that MT tools can help learners understand foreign texts quickly and provide a valuable resource for checking

translations. However, the study also noted that over-reliance on MT tools might hinder the development of independent language skills and critical thinking.

Another study by Clifford, Merschel, and Munné (2013) explored the educational use of translation apps. Their research indicated that these apps can aid vocabulary acquisition and comprehension. The study suggested that translation tools can enhance learners' understanding of word meanings and contexts when used appropriately. However, it also emphasized the importance of guiding learners on using these tools effectively to avoid over-dependence. Pym, Malmkjær, and Gutiérrez-Colón Plana (2013) reviewed the pedagogical implications of translation in language teaching. They found that translation activities can develop critical language awareness and improve understanding of linguistic nuances. The study highlighted that translation tasks encourage learners to compare and contrast languages, deepening their comprehension and enhancing their linguistic skills.

In their study, Lee and Briggs (2021) analyzed the impact of real-time translation tools on language learners' confidence and engagement. They found that tools like Google Lens can significantly boost learners' confidence by providing immediate support in understanding and using new vocabulary. The study concluded that real-time translation tools can effectively promote active learning and reduce language anxiety. Kirkwood and Price (2013) investigated the role of translation tools in facilitating language learning for students with diverse linguistic backgrounds. Their research indicated that these tools can help bridge language gaps and provide equitable access to learning materials. The study emphasized that translation tools can support inclusivity and diversity in language education by making content accessible to learners from various linguistic backgrounds.

O'Neill (2019) examined the potential drawbacks of using translation tools. The research suggested that while these tools offer immediate benefits, they may lead to surface-level learning if not integrated thoughtfully into the curriculum. The study recommended using translation tools as supplementary aids rather than primary learning resources to ensure deeper language learning and comprehension.

Another critical study by Bowker and Buitrago-Ciro (2019) explored using translation tools in academic writing. They found that these tools can assist non-native speakers in producing more accurate and coherent texts. The study highlighted that translation tools can be handy for advanced language learners who need to meet high standards of academic writing. Munday (2016) examined the pedagogical approaches to translation in language classrooms. The study argued that when designed carefully, translation tasks can enhance learners' linguistic and cultural competence. It suggested incorporating translation activities that encourage critical thinking and problem-solving to maximize their educational value. Chen and Zhang (2019) focused on integrating translation tools in blended learning environments. Their research showed that combining traditional language teaching methods with translation tools can create a more dynamic and practical learning experience. The study emphasized that translation tools can complement classroom instruction by providing additional support and resources for language learners.

In summary, the reviewed studies suggest that while translation tools can offer significant benefits for language learners, including enhanced vocabulary acquisition and increased confidence, their effectiveness largely depends on how they are integrated into the learning process. Proper guidance and balanced use are essential to ensure that learners develop independent language skills and critical thinking abilities alongside their use of translation tools.

### **2.3 Gaps in the Literature**

Despite the growing body of research on integrating technology in language learning, specific studies focusing on using Google Lens for vocabulary achievement still need to be made available. While numerous studies have explored the profits of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and various translation tools, there needs to be more literature regarding applying Google Lens as a real-time translation tool for enhancing vocabulary learning.

Most existing research on technology in language learning has focused on tools like language learning apps, online platforms, and general translation applications like Google Translate. These studies have emphasized the benefits of interactive and adaptive learning environments, the flexibility of mobile devices for language practice, and the immediate support provided by translation tools. However, they often need to address Google Lens' unique capabilities, particularly its capability to offer real-time visual translations in a seamless, contextually relevant manner.

For example, while Blake (2013) and Stockwell (2010) have provided valuable insights into CALL and MALL, respectively, their studies need to encompass the specific use of augmented reality (AR) tools like Google Lens in vocabulary achievement. Similarly, research by Garcia and Pena (2011) and Clifford et al. (2013) on machine translation tools highlights their educational value. However, it does not delve into the unique interactive features of Google Lens that can enhance contextual learning.

Moreover, while some studies have explored the usage of real-time translation tools and their impact on language learners' confidence and engagement (Lee & Briggs, 2021), they often need to focus on the practical applications of Google Lens in everyday learning scenarios. It represents a significant gap, as Google Lens offers distinct advantages, such as the capability to overlay translations onto real-world objects and texts, providing learners with immediate and contextually relevant vocabulary support.

Additionally, research into the academic implications of translation activities (Pym et al., 2013) and the role of translation tools in blended learning environments (Chen & Zhang, 2019) has not explicitly examined the incorporation of Google Lens into classroom settings or its effectiveness compared to other translation tools.

The new thing from this research is the development of the students' vocabulary using technology. It included an advanced way of learning English. At the university students' level, having robust discussions in the classroom between the students and the lecturer is very needed for advanced technology to achieve this. This research works with an artificial intelligence tool called Google Lens. Google Lens is a new technology that is usually used to take a picture and then help people with their own needs, such as trying to understand the name of a specific thing from the internet (Google) by clicking the Google Lens in the choice of naming the picture.

This Google Lens can also translate many sentences only using one click in the Google Lens choice of translating words when pressing the button. The reason why the students use Google Lens is, of course, to give a fast response to the lecturer when the lecturer discusses a particular topic. It no longer takes some minutes to open a dictionary in the traditional way, where the students must open one by one to find a specific meaning. This research is urgent to conduct: it is a new and interesting way to support a powerful discussion in English class. While the benefits of various technological tools for language learning have been well-documented, there is a clear need for specific studies investigating the usage of Google Lens for vocabulary acquisition. Future studies should emphasize Google Lens' unique capabilities, impact on learner engagement and retention, and effectiveness in different learning contexts. Addressing this gap will provide valuable insights into how augmented reality tools can be leveraged to improve language learning and offer practical recommendations for educators and learners.

### **3. Research Method**

This study adopted a qualitative method to assess the usefulness of Google Lens in increasing English vocabulary acquisition. Qualitative research considers that viewpoints and practices in the field are different because of the various subjective perspectives and social backgrounds related to them (Flick, 2018; Flemming et al., 2021; Liamputtong, 2021). The qualitative method was chosen to thoroughly understand students' experiences and perspectives on utilizing Google Lens as a learning aid in English sessions. This approach allows for the capture of rich descriptive data, capturing how students interact with the application in a real-world classroom situation. The research strategy included two primary data-collection methods: interviews and questionnaires (Tusting, 2022; Redding & Araújo, 2023). These strategies are used to gain a thorough knowledge of the student's experiences and the perceived usefulness of Google Lens in helping them improve their language abilities.

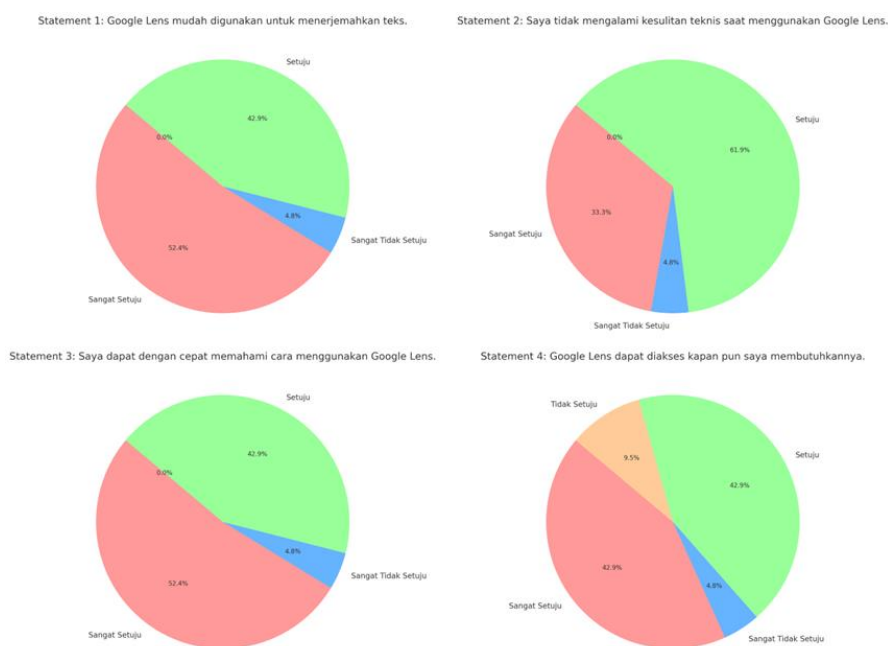
**Interviews:** Semi-structured interviews were conducted with students who used Google Lens in their English classes. The interviews will examine their experiences, perceptions, and occasions where Google Lens helped them learn new words. This flexible approach allows the researcher to investigate emergent themes more deeply during the talk. **Questionnaires:** A questionnaire was administered to the same group of students to augment interview data. The questionnaire comprised open-ended and Likert-scale questions to gather detailed information about students' experiences and satisfaction with Google Lens (French, 2021). This technique allows for a more significant data collection, highlighting common trends and shared opinions among participants.

### **4. Findings and Discussion**

The study intended to explore the effectiveness of Google Lens in enhancing English vocabulary achievement among cadets at Politeknik Bumi Akpelni. In implementing this study, researchers involved 84 respondents to give their opinions regarding using Google Lens in learning activities in and outside the classroom. The following is the questionnaire result from 23 statements given:

- 1) Google Lens is easy to use to translate text: The results indicate that most respondents strongly agree that Google Lens is easy to use for translating text, with over half of the participants choosing Strongly Agree. This high level of agreement suggests that the tool's user interface and operational simplicity are widely appreciated. Only a negligible number of participants disagreed, underscoring that technical difficulties in using Google Lens for translation are minimal.
- 2) I have no technical difficulties when using Google Lens: Most respondents reported that they do not experience technical issues when using Google Lens, as evidenced by a significant portion selecting either "Strongly Agree" or "Agree." It demonstrates the tool's reliability and stability. However, a small percentage of Strongly Disagree responses indicates that a few users might face occasional technical challenges, which could be related to device compatibility or connectivity issues.
- 3) I can quickly understand how to use Google Lens: A substantial number of respondents "Strongly Agree" that they can soon learn how to use Google Lens. It reflects well on the tool's intuitive design, enabling new users to become familiar with its functionality without requiring extensive training. The lack of negative responses highlights a minimal learning curve for using Google Lens.
- 4) Google Lens is accessible whenever I need it: While most users agreed that they could access Google Lens whenever required, there were a few who marked "Disagree," indicating limited accessibility for some. It could be due to internet connectivity, regional

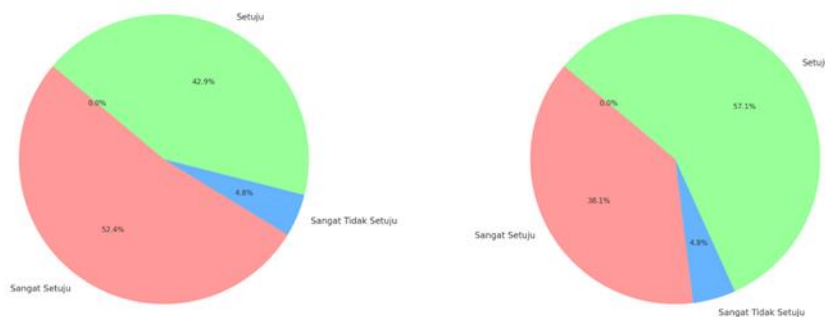
restrictions, or device limitations. However, the overall high agreement emphasizes the general availability of the tool.



**Figure 1.** Response distribution for statements 1 to 4 from the questionnaire

- 5) Using Google Lens helps me learn new English vocabulary: This statement garnered many “Strongly Agree” responses, showing that Google Lens is considered highly effective in aiding users with learning new English vocabulary. This positive feedback highlights the tool’s educational value, particularly for language learners who benefit from visual and contextual translations.
- 6) I can remember new words better after using Google Lens: Many participants selected “Strongly Agree,” indicating that Google Lens helps reinforce memory retention of new vocabulary. The interactive and visual nature of the app likely supports deeper cognitive processing, aiding in the retention of words learned through it. The presence of “Agree” responses still shows support, while the minimal “Disagree” answers point to minor individual differences in learning preferences.
- 7) Google Lens provides a clear and accurate translation: While most respondents found the translations provided by Google Lens to be clear and precise, a small fraction marked “Disagree.” It could be attributed to nuanced language issues or specialized terminology where automated translation might falter. Overall, the positive feedback suggests that Google Lens performs well in providing understandable translations.
- 8) I understand the context of new vocabulary better with Google Lens: Respondents predominantly agreed that Google Lens enhances their understanding of the context of new vocabulary. It indicates that the tool’s features, such as real-time visual translation, provide users with situational and contextual cues that make new words more understandable and relatable.

Statement 5: Menggunakan Google Lens membantu saya mempelajari kosakata bahasa Inggris yang saya dapat mengingat kata-kata baru dengan lebih baik setelah menggunakan Google Lens.



Statement 7: Google Lens memberikan terjemahan yang jelas dan akurat.

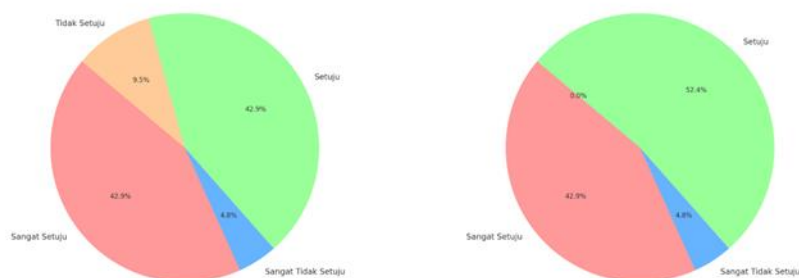
Statement 8: Saya memahami konteks kosakata baru dengan lebih baik dengan Google Lens.



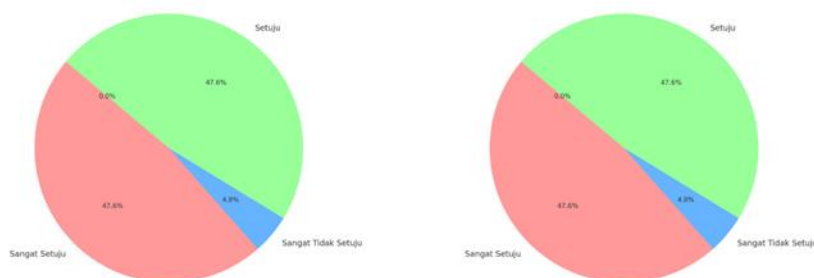
**Figure 2.** Response distribution for statements 5 to 8 from the questionnaire

- 9) Google Lens helped me learn vocabulary specific to Port Management and Maritime Logistics. This question specifically targeted those learning technical jargon related to maritime management and logistics. The responses show strong agreement, suggesting that Google Lens is an effective tool for acquiring industry-specific vocabulary. The few adverse reactions may point to the challenge of translating niche technical terms accurately.
- 10) Using Google Lens makes vocabulary learning more interesting: A significant number of respondents found using Google Lens to make vocabulary learning more engaging, as shown by the high count of “Strongly Agree” and “Agree” responses. It indicates that integrating technology in language learning enhances user interest and motivation compared to traditional methods.
- 11) I am more motivated to learn vocabulary using Google Lens than traditional methods: The responses indicate that Google Lens significantly boosts motivation compared to conventional learning methods. It implies that the interactive and modern approach offered by Google Lens appeals more to users, possibly due to its visual and instantaneous feedback features.
- 12) Google Lens keeps me interested in learning new words: High agreement levels with this statement highlight that the tool is helpful for initial learning and sustaining long-term interest in vocabulary acquisition. This continuous engagement can be attributed to the tool’s dynamic interface and ease of use.

Statement 9: Google Lens membantu saya mempelajari kosakata khusus untuk Manajemen Pelaburan. Menggunakan Google Lens membuat pembelajaran kosakata menjadi lebih menarik.

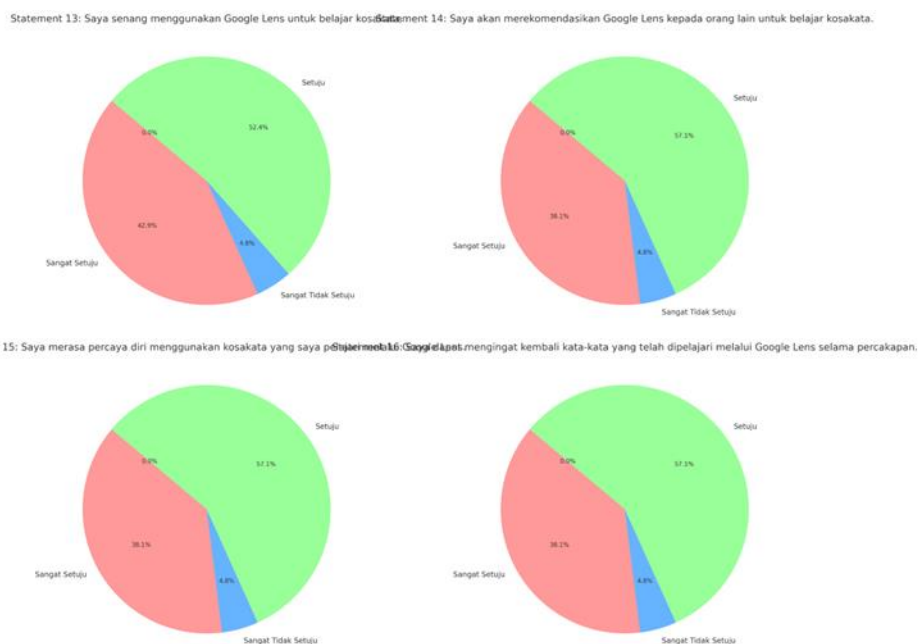


Statement 11: Saya lebih termotivasi untuk belajar kosakata menggunakan Google Lens dibandingkan dengan cara lainnya. Google Lens membuat saya tetap tertarik untuk mempelajari kata-kata baru.



**Figure 3.** Response distribution for statements 9 to 12 from the questionnaire

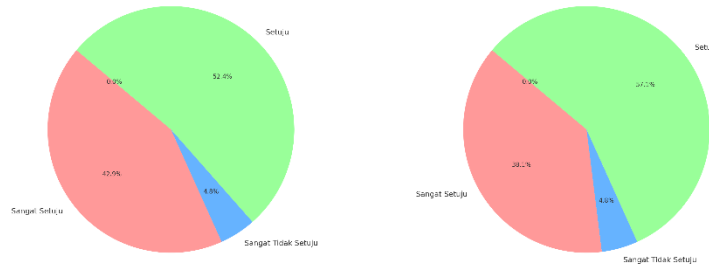
- 13) I enjoy using Google Lens to learn vocabulary: The consensus among respondents is that they enjoy using Google Lens for vocabulary learning. The tool’s user-friendly nature and practical functionality likely contribute to this positive experience, as reflected by a significant portion of “Strongly Agree” responses.
- 14) I would recommend Google Lens to others for vocabulary learning: The high agreement rates indicate intense user satisfaction, as most respondents would recommend Google Lens to others. This endorsement suggests that users value the tool’s contribution to language learning and vocabulary development.
- 15) I feel confident using the vocabulary I learned through Google Lens: Many respondents noted an increase in confidence when using vocabulary learned through Google Lens. It reflects positively on the tool’s ability to facilitate practical learning, enabling users to apply newly acquired words in real-life situations.
- 16) I can recall the words learned through Google Lens during conversations: Respondents agreed that Google Lens supports recall during conversations, suggesting that the tool’s learning process integrates well with active language use. It demonstrates its effectiveness in transitioning vocabulary from passive knowledge to active usage.



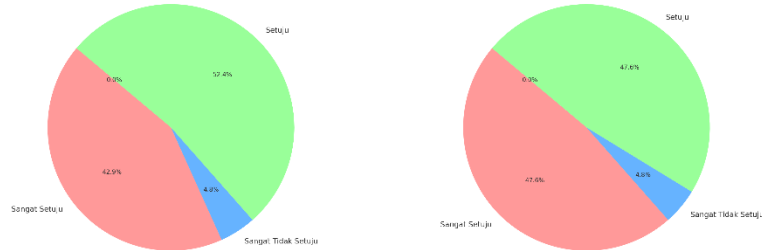
**Figure 4.** Response distribution for statements 13 to 16 from the questionnaire

- 17) The vocabulary I learned using Google Lens has improved my overall English skills: The agreement levels on this statement suggest that users perceive an overall improvement in their English language skills due to vocabulary learned through Google Lens. This holistic development may stem from better contextual learning and consistent practice facilitated by the tool.
- 18) I find it easier to integrate new vocabulary into everyday language after using Google Lens: Most participants agreed that Google Lens helps with incorporating new words into daily conversation. This practical application is crucial for long-term language retention and usage, highlighting the tool's real-world relevance.
- 19) Overall, I am satisfied with using Google Lens for vocabulary learning: Most responses were positive, showcasing that overall user satisfaction with Google Lens is high. It indicates that it meets user expectations for a vocabulary-learning tool and reinforces its utility and effectiveness.
- 20) I will continue to use Google Lens to learn English vocabulary in the future. The strong agreement with this statement points to sustained user interest and the perceived long-term benefits of using Google Lens for vocabulary learning. It highlights user loyalty and the potential for continued application in language learning.

Statement 17: Kosakata yang saya pelajari menggunakan Google Lens telah meningkatkan kemampuan saya dalam menggunakan kosakata baru ke dalam bahasa sehari-hari setelah menggunakan Google Lens.



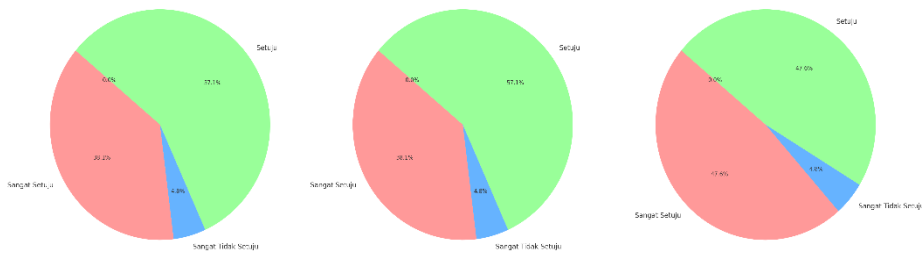
Statement 19: Secara keseluruhan, saya puas menggunakan Google Lens untuk belajar kosakata bahasa Inggris di masa depan.



**Figure 5.** Response distribution for statements 17 to 20 from the questionnaire

- 21) Google Lens is an effective tool to improve my vocabulary acquisition: High levels of agreement suggest that users find Google Lens to be an effective tool for mastering vocabulary. It aligns with other findings that indicate improvements in learning outcomes and user confidence.
- 22) The benefits of using Google Lens outweigh the challenges I face: The responses indicate that most users believe the benefits of using Google Lens outweigh any challenges they may encounter. It points to the tool’s overall positive impact, with technical or usability issues considered minor compared to its advantages.
- 23) My experience using Google Lens has positively influenced my approach to language learning: Respondents widely agree that their experience with Google Lens has positively influenced their approach to language learning. It highlights the tool’s role in shaping modern learning habits and promoting technology-enhanced education.

Statement 21: Google Lens adalah alat yang efektif untuk meningkatkan kemampuan saya dalam menggunakan kosakata baru ke dalam bahasa sehari-hari setelah menggunakan Google Lens.



**Figure 6.** Response distribution for statements 21 to 23 from the questionnaire

An analysis of the questionnaire responses revealed that Google Lens is highly regarded as an effective tool for learning English vocabulary (Bai, 2018; Xu, 2022; Xiuli, 2023). Users appreciate its intuitive design, which enables easy and quick use, and its features make vocabulary learning engaging. Many participants noted that it supported better memory retention and helped them apply newly learned words in real-life conversations. The tool is seen as a reliable aid for both general and industry-specific vocabulary, such as maritime

terminology, and it is praised for enhancing users' confidence in language use. Although a few respondents indicated minor technical issues or challenges with translation accuracy, these concerns were significantly outweighed by their overall positive user experience.

The following table displays the percentage distribution of responses for each statement in the questionnaire. This detailed breakdown lets the reader see how respondents rated their agreement, from "Strongly Agree" to "Strongly Disagree," for each statement.

**Table 1.** Percentage distribution of responses for each statement in the questionnaire

	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1	Google Lens is easy to use for translating text.	52.38%	42.86%	0.00%	4.76%
2	I did not experience any technical difficulties when using Google Lens.	33.33%	61.90%	0.00%	4.76%
3	I was able to understand how to use Google Lens quickly.	52.38%	42.86%	0.00%	4.76%
4	Google Lens is accessible whenever I need it.	42.86%	42.86%	9.52%	4.76%
5	Using Google Lens helps me learn new English vocabulary.	52.38%	42.86%	0.00%	4.76%
6	I can remember new words better after using Google Lens.	38.10%	57.14%	0.00%	4.76%
7	Google Lens provides clear and accurate translations.	47.62%	38.10%	9.52%	4.76%
8	I understand the context of new vocabulary better with Google Lens.	47.62%	47.62%	0.00%	4.76%
9	Google Lens helps me learn specialized vocabulary for Port Management and Maritime Logistics.	42.86%	42.86%	9.52%	4.76%
10	Using Google Lens makes vocabulary learning more engaging.	42.86%	52.38%	0.00%	4.76%
11	I feel more motivated to learn vocabulary using Google Lens than traditional methods.	47.62%	47.62%	0.00%	4.76%
12	Google Lens keeps me interested in learning new words.	47.62%	47.62%	0.00%	4.76%
13	I enjoy using Google Lens to learn vocabulary.	42.86%	52.38%	0.00%	4.76%
14	I would recommend Google Lens to others for learning vocabulary.	38.10%	57.14%	0.00%	4.76%

15	I feel confident using the vocabulary I learned through Google Lens.	38.10%	57.14%	0.00%	4.76%
16	I can recall words I learned through Google Lens during conversations.	38.10%	57.14%	0.00%	4.76%
17	The vocabulary I learned using Google Lens has improved my overall English skills.	42.86%	52.38%	0.00%	4.76%
18	I find integrating new vocabulary into daily language easier after using Google Lens.	38.10%	57.14%	0.00%	4.76%
19	Overall, I am satisfied with using Google Lens for vocabulary learning.	42.86%	52.38%	0.00%	4.76%
20	I will continue using Google Lens to learn English vocabulary in the future.	47.62%	47.62%	0.00%	4.76%
21	Google Lens is an effective tool for improving my vocabulary mastery.	38.10%	57.14%	0.00%	4.76%
22	The benefits of using Google Lens outweigh the challenges I face.	38.10%	57.14%	0.00%	4.76%
23	My experience with Google Lens has positively influenced my approach to language learning.	47.62%	47.62%	0.00%	4.76%

The findings also highlight that Google Lens fosters long-term interest in learning, with users reporting increased motivation and satisfaction compared to traditional learning methods. Most respondents were willing to continue using Google Lens in the future and would recommend it to others. It demonstrates that the tool meets and often exceeds user expectations, proving its effectiveness in improving vocabulary mastery and shaping modern technology-driven learning approaches. In line with that, Binambuni et al. (2024) researched interactive storytelling in *Give Yourself Goosebumps #2: Tick Tock, You're Dead!*, which can aid in expanding English vocabulary by exposing readers to varied language contexts and expressions. The multiple storylines and decision points encourage readers to engage with different text parts, providing repeated exposure to new words and phrases. This approach helps reinforce language learning by making readers active participants, which deepens vocabulary retention. The qualitative findings indicate that Google Lens is a powerful and engaging tool for English vocabulary acquisition among cadets in Politeknik Bumi Akpelni (Du Plessis, 2021; Fauzi et al., 2023; Cahyaningrum et al., 2024). Cadets' narratives underscore their strengths in terms of ease of use, enhanced motivation, vocabulary retention, and overall satisfaction, making them a practical addition to their language learning strategies (Shapovalov et al., 2020; Sugianta et al., 2024).

Similar but a bit different from the previous research done by Venkatesh (2022), Google Lens is an image recognition program that Google released in 2017 and is now available on most devices. It recognizes photos using visual analysis based on neural networks. Currently,

Google suggests that Google Lens can identify specific things, translate language, detect lookalikes, see what is popular on menus, explore neighboring destinations, and identify flora and animals (Bilyk et al., 2020; Nuraini et al., 2022; Annisa, 2023). This research focuses on using Google Lens only to improve vocabulary and make the teaching-learning process powerful and time-effective.

## 5. Conclusions

This study examined how cadets at Politeknik Bumi Akpelni used Google Lens to improve their English vocabulary, notably in the context of Port Management and Maritime Logistics. Participants' thoughts suggested that Google Lens was essential to their vocabulary learning. Cadets regularly praised their ease of use, pointing out how the straightforward user interface made the application accessible and user-friendly with few technical hurdles. Many people said that Google Lens's real-time translations were clear and precise and helped them grasp language better, particularly when learning field-specific phrases.

Cadets also stated that utilizing Google Lens made their studies more engaging and entertaining, adding an element of excitement to the process. This increased motivation was a consistent theme, with participants stating that Google Lens improved their interest in learning new words and helped them gain confidence in using them. Their narratives showed a high level of satisfaction with the instrument, which reflects its impact on their overall approach to language acquisition.

This study shows cadets see Google Lens as a valuable tool for enhancing their English vocabulary. They saw this as positive for user experience, motivation, and retention. The overwhelmingly favorable reaction indicates that Google Lens could complement language learning materials at Politeknik Bumi Akpelni and other universities. The participants' experiences highlight the possibility of incorporating Google Lens into structured vocabulary-learning programs. Future research could examine cadets' long-term experiences with the tool and its role in maintaining language retention in different learning environments.

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